

# REPORT

## Practices and Procedures in the Use of Substitute Teachers

Educational Research Service, Inc.

# ERS REPORT

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Educational Research Service, Inc.

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## Educational Research Service, Inc.

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# FOREWORD

Substitute teaching is one of the most challenging and difficult roles a teacher can face. In the absence of the regular teacher, the school relies on the substitute for providing continuity in instruction and for effectively managing an unfamiliar and oftentimes difficult classroom situation. Yet some persons contend that substitute teachers provide little more than a costly baby-sitting service and serve more as an interim keeper-of-the-peace than educator. The job is a complex one.

This ERS Report examines policies and procedures in the use of substitute teachers. Four hundred eighty-eight school systems in 49 states responded to an ERS survey that included items on: substitute program organization; application, selection, evaluation, and dismissal procedures; absence policies for regular teachers; size and costs of substitute teacher forces; orientation and inservice programs available to substitutes; collective negotiation agreements concerning substitutes; and alternatives to the use of substitute teachers. The responses are summarized here. The Report also provides a brief review of literature on substitute teaching plus examples of policies, procedures, and guidelines utilized by school systems around the country.

ERS expresses appreciation to those administrators and their staffs who made this Report possible. It is our hope that this Report will be helpful in developing better policies and procedures for substitute teachers.

Glen Robinson  
Director of Research  
Educational Research Service

# HIGHLIGHTS

- 50.2 percent of all responding school systems centrally control and assign their substitute teachers; 22.8 percent maintain a decentralized system at the building level; and 27.0 percent use features common to both.
- Over 90 percent of the large school systems (25,000 or more pupils) and medium school systems (10,000 to 24,999 pupils) and over 60 percent of the small school systems (2,500 to 9,999 pupils) take applications for substitute employment and administer their substitute teacher programs at the central office level, most often by directors of personnel. Employment applications and substitute teacher programs are administered in very small school systems (300 to 2,499 pupils) by the superintendent and building principal.
- Substitute teacher rosters are maintained in a central roster for the entire school system in 68.4 percent of all responding systems, in a roster at each individual school in 19.9 percent of the systems, or in a combination of both in 11.7 percent of the systems. 92.2 percent of all responding school systems keep the names of both short-term and long-term substitutes on the same roster.
- 58.6 percent of all responding school systems require that substitute teachers hold the same minimum academic degree and teacher certification as regular teachers. The average percent of substitutes holding the same minimum academic degree as regular teachers is 81.1 percent; for teacher certification, 78.5 percent.
- 52.0 percent of all responding school systems sometimes give special consideration to their substitute teachers if they apply for a regular teaching position; 37.3 percent usually give special consideration; 10.7 percent do not give any special consideration.
- Regular teachers most frequently request a substitute from the building principal for both planned (in 71.8 percent of responding school systems) and unexpected (in 66.8 percent of responding school systems) absences.
- School systems advise regular teachers to give an average of 3.4 days notice for a planned absence and 3.1 hours for an unexpected absence. 59.0 percent of all responding school systems prefer that a regular teacher notify the school system between 2:00 p.m. and 6:00 p.m. of the day preceding an unexpected absence; 53.4 percent, between 7:00 a.m. and 7:30 a.m. on the day of the absence.
- Items that school systems require regular teachers to make available to substitute teachers include: lesson plans (97.5 percent); seating charts (83.0 percent); copies of textbooks (78.7 percent); list of schedules, events, rules, etc. (68.6 percent); supplies, materials, and equipment (64.7 percent); appropriate keys (49.6 percent); and list of personal student information, e.g., disciplinary, emotional, or medical problems (30.5 percent).
- 74.6 percent of all responding school systems select substitute teachers for duty primarily on the basis of their past performance as a substitute.
- Substitute teachers in 75.7 percent of all responding school systems are required to notify their school systems of their unavailability at the time they are called for assignment.
- 39.2 percent of all responding school systems formally evaluate the performance of their substitute teachers. The building principal performs the evaluation in 94.7 percent of the school systems. Substitute teachers are most often evaluated after each assignment (in 38.8 percent of all responding school systems).
- In 93.1 percent of all responding school systems, substitute teachers with poor performance records can be removed from their school system's roster without a complicated procedure.



- In 91.9 percent of all responding school systems, there is no specific limit to the number of times in which a substitute teacher may refuse an assignment and still be kept on active file. Of the school systems with specific limits, 47.4 percent remove a substitute's name from the roster after the third refusal.
- Large school systems (25,000 or more pupils) kept an average of 805 names of substitute teachers on active file in 1976-77; medium school systems (10,000 to 24,999 pupils), 197; small school systems (2,500 to 9,999 pupils), 108; and very small school systems (300 to 2,499 pupils), 34.
- For every 100 regular teachers employed by all responding school systems, the median system had 26 substitute teachers on active file; the mean for all systems was 35 substitute teachers.
- There are an estimated 736,696 substitute teachers nationwide on the rosters of school systems enrolling 300 or more pupils.
- Large school systems (25,000 or more pupils) employed an average of 143 substitute teachers during a typical day in 1976-77; medium school systems (10,000 to 24,999 pupils), 34; small school systems (2,500 to 9,999 pupils), 13; and very small school systems (300 to 2,499 pupils), 3.
- 36.3 percent of all responding school systems employed from 10 to 20 percent of their total available substitute teachers during a typical day in 1976-77; 28.9 percent employed less than 10 percent; 19.7 percent employed from 20 to 30 percent.
- School systems employed an average of 4.3 percent of substitute teachers during a typical day in 1976-77 as compared with the number of total regular teachers.
- 57.4 percent of all responding school systems had an adequate supply of substitute teachers in 1976-77. Surpluses occurred more often in the medium school systems (10,000 to 24,999 pupils)--26.6 percent--and large school systems (25,000 or more pupils)--24.4 percent. Shortages occurred more often in the very small school systems (300 to 2,499 pupils)--31.9 percent--and the small school systems (2,500 to 9,999 pupils)--20.2 percent.
- The average minimum scheduled daily pay rate for substitute teachers in 1976-77 was \$26.09, ranging from a low of \$10.00 to a high of \$54.78. The average maximum scheduled daily pay rate for substitute teachers in 1976-77 was \$32.03, ranging from a low of \$15.00 to a high of \$85.84.
- Substitute teachers' salaries in 1975-76 cost an average of \$842,670 in large school systems (25,000 or more pupils); \$165,619 in medium school systems (10,000 to 24,999 pupils); \$56,394 in small systems (2,500 to 9,999 pupils); and \$8,000 in very small school systems (300 to 2,499 pupils).
- For the total amount paid for substitute teachers' salaries in 1975-76, 63.9 percent of all responding school systems spent less than 1.8 percent of total salaries paid regular teachers.
- 74.6 percent of all responding school systems provide no fringe benefits to substitute teachers. In the 25.4 percent providing some benefits, Social Security (62.6 percent) and teacher retirement (52.8 percent) are provided most often.
- Orientation programs for substitute teachers are provided by 42.4 percent of all responding school systems and inservice programs by 22.0 percent.
- Substitute teachers in 95.3 percent of all responding school systems are not covered by any type of collective negotiation agreement.
- In 78.9 percent of all responding school systems that negotiate with some employee group, substitute teachers are not covered by any type of collective negotiation agreement.
- 26.9 percent of all responding school systems use alternative methods for replacing absent teachers either in addition to or in place of substitute teachers. Most often regular teachers are used during their planning or free periods.

## Introduction

The parents' view: Where did you go? School. What did you do? Nothing--we had a substitute.

The teacher's view: Well, there goes the last contingency lesson plan.

The administrator's view: \$34 a day for a baby sitter!

The students' view: Can we go to the library? Substitutes always let us go to the library.

The substitute's view: At last, three o'clock. I'll take two aspirin and pray the phone won't ring in the morning.

--Gloria Stashower [31:24]\*

Substitute teaching is one of the most maligned jobs in American education. Entering a strange and sometimes hostile situation at a moment's notice, the substitute is expected to follow the absent teacher's lesson plan detailing the day's activities, with a minimum of disruption. How often is this ideal role possible in an actual classroom? Heidi Seney, a substitute teacher in Berkeley, California, relates that:

often I have been called late in the morning and with no information whatever have been plunged into an atmosphere that is reaching a boiling point.

---

\*References cited in the text are noted by numbers within brackets. The number before the colon indicates the entry number within the bibliography beginning on page 84; the number following the colon indicates the page within the entry. Where no colon appears, the citation refers to the entire entry. Multiple citations are separated by semicolons.

Then what faces me is something educators popularly call A Challenge. Well, friends, I say to that kind of challenge: to hell with it. It's not a challenge; it's an injustice to the kids, first, and to me, second. [29:78]\*\*

How expensive are substitute teachers? How effective are they? What are the major problems confronting them and how can they be resolved? What alternatives are there for continuing instruction in the absence of the regular teacher?

Cost.--In Part I of its annual *National Survey of Salaries and Wages in Public Schools*, the Educational Research Service found that in 1976-77:

- The mean of the minimum scheduled daily pay rate for substitute teachers in all 997 reporting school systems was \$25.67; the median, \$25.00.
- The mean of the maximum scheduled daily pay rate for substitute teachers in all 999 reporting school systems was \$30.50; the median, \$29.00.
- The lowest minimum scheduled daily pay rate for substitute teachers was \$10.00; the highest, \$51.68.

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- The lowest maximum scheduled daily pay rate for substitute teachers was \$12.00; the highest, \$87.78.

[26:25]

In a January 1974 publication titled *Teacher Absenteeism in New York City and the Cost-Effectiveness of Substitute Teachers*, the New York State Office of Education Performance Review stated that:

New York City substitute teacher costs, \$71.5 million in 1971-72, accounted for almost 9 percent of the City's total expenditures for teachers' salaries. Upstate substitute teacher costs, \$36.1 million, accounted for only 2½ percent of the total expenditures for teachers' salaries. [41:3]\*

New York City currently pays substitute teachers between \$48 and \$75.50 per day depending on their experience and educational background. The average daily salary for substitute teachers in New York City is \$60.50. [41:19]\*\*

According to a study conducted by the Greater Newark (New Jersey) Chamber of Commerce in 1972, the cost of teacher absenteeism was calculated at \$4 million a year for the hiring of substitute teachers. [30]

The San Diego (California) Unified School District spent \$991,000 for its substitute teachers in 1973-74 [30], while the Sacramento City (California) Unified School District allocated \$301,064 for its substitutes in its 1970-71 budget. [38:1]

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\*However, the cost for New York City substitutes was put at \$25 million by union and school district spokesmen. [30] Data from the present ERS survey from New York City, which was received too late to be included in the tabulations of this Report, indicated that in 1975-76, the Board of Education spent \$21.3 million on substitute teacher salaries. This was 2.4 percent of the amount spent for regular teachers' salaries during this period.

\*\*Data from the present ERS survey also indicates that in 1976-77 New York City paid substitute teachers from \$40.00 to \$78.50 per day.

Effectiveness.--In view of the costs involved in the hiring and placement of substitute teachers, their effectiveness becomes an area of concern. In November 1970, a survey was administered to principals, regular teachers, and substitute teachers in the Sacramento City Unified School District to gather their opinions on the district's substitute teacher program. Over 90 percent of the three groups described substitute teachers' services as "excellent" or "satisfactory"; however, 44 percent of junior high school principals (four of the nine responding) also indicated their belief that substitute teachers "tend to do little more than 'baby-sit.'" [38:3, 5]

The results of a 1971 study by Martin N. Olson of the Institute of Administrative Research at Teachers College, Columbia University, reinforces this baby-sitter analogy. To measure educational quality found in school classrooms, Olson analyzed 18,528 classroom observations in 112 suburban school districts in various sections of the country. Indicators of Quality served to gauge the extent of individualization, interpersonal regard, group activity, and creativity found in these classrooms. Among specific areas examined were the style of educational activity used, class size, number of adults in the classroom, day of the week, and type of teacher used. The table below indicates that substitute teachers were the least effective type of teacher observed, below even student teachers and teacher aides. "These low scores," Olson explains, "can only be interpreted as meaning that substitute teachers in these classrooms functioned in a role more akin to that of a 'baby-sitter' rather than that of a professionally trained educator." [24:5]

Elementary and Secondary Observations  
Scored by Type of Teacher

Type of Teacher	Elementary		Secondary	
	N	Scores	N	Scores
Regular	8,418	6.12	8,020	5.01
Specialist	1,164	5.82	187	4.99
Substitute	255	1.98	216	0.27
Student teacher	83	3.62	102	2.76
Teacher aide	7	3.21		
Total observations	9,961		8,567	
Mean scores		5.96		4.83

SOURCE: Olson, Martin N. "Identifying Quality in School Classrooms: Some Problems and Some Answers," *Central Ideas*, 21 (February 1971), p. 6.

Major problems facing substitute teachers.--

Substitute teachers counter the foregoing findings by asking that their role in the educational process be defined more concretely. As Carr and Ryan pose the problem:

After days of overseeing soccer games, trying to figure out how to turn on the power in the wood shop, unsticking stuck typewriter keys, reading stories, solving math problems--in short, days of learning to be a jack-of-all-teachers--the incredible question eventually arises: "If substitute teacher is baby-sitter, what then is 'teacher'?" What does categorizing the substitute as baby-sitter say about the teaching profession as a whole? One begins to see that the difficulty of understanding one's role as a substitute is intermixed with the difficulty of teachers on the whole of understanding their role, of defining their expectations, of establishing their goals. It is not just the substitutes who are daily reinforced to accept the role of baby-sitter, but full-time teachers as well. [4:49]

Perennial problems encountered by substitute teachers only serve to increase their ineffective use. From 1955, in a study conducted by Sam M. Lambert [35], to the present time, researchers and writers have reported that substitute teachers frequently say that

they are not afforded:

- available and adequate lesson plans
- enough advance notice for assignment
- enough information on their students
- information on rules and procedures particular to their school
- adequate support from administrators
- status afforded the regular teacher
- necessary orientation or inservice assistance
- assignments in their field of training.

[8; 25; 29; 33; 35:25; 46]

Heidi Seney feels the most neglected area is status:

I guess what I crave is status. Frankly, it's what every substitute teacher craves. Note that when I speak to the class I say, "I'm your teacher for today." I avoid the word "sub"; I no longer use it even though everyone around me uses it. In this tiny way, I'm trying to educate THEM to the effect that I am a person, that I have something of my own to offer, and that I am, under sometimes perilous conditions, attempting to carry out the wishes of that other excellent person: The Teacher. [29:78]\*

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### Upgrading the role of substitute teachers.--

In "Improving the Role of Substitute Teachers," Frank Esposito offers the following suggestions for a more effective substitute service:

- Use people within the community with varied skills and experiences as substitute teachers.
- Provide better administrative planning to see that the substitute has needed lesson plans, materials, keys, etc.
- Make available orientation and training programs for substitutes at the beginning of the school year.
- Assign substitutes only in the areas they are qualified to teach. [8]

Charles A. Grieder takes issue with Esposito's fourth point, saying that an interdisciplinary approach also might be effective:

An English teacher substituting in a history class might introduce the class to historical journalism or the historical novel. A social studies teacher finding himself in an advanced math class might discuss the importance of statistics to the study of social sciences. [14:98]

In a November 1972 article appearing in *Educational Leadership*, Roosevelt Washington, Jr. advocates a regular corps of substitute teachers to supersede the usual practice of searching for a replacement for an absent teacher. By doing this substitute teachers would gain status as full-time teachers with opportunities for professional growth; teachers would be more cooperative when they personally know their fill-in and his or her qualifications; pupils would present less disciplinary problems with a teacher who is considered a regular staff member; and the school would be able more effectively to provide substitute services by using people familiar with the school, its policies, and its staff. [46:155]

Reynolds and Garfield describe a 1971 workshop in the Pittsburgh (Pennsylvania) Public Schools aimed at improving substitute teachers' confidence by defining their exact objectives. The foundation of the program rested on four principles:

1. The substitute's role should change from an "information dispenser" to a "learning manager."
2. The substitute should concentrate on those students who want to learn.
3. The substitute should realize more can be accomplished through positive, rather than negative, reinforcement.
4. The substitute was asked to define his or her own expectations as a substitute teacher.

After a five-week apprenticeship period following the workshop, the participants felt that their defining the job and its objectives and learning techniques for classroom management led to improvements in their self-confidence, pride, and job satisfaction. [25]

### Alternatives to the use of substitute teachers.

Some school systems have tried to provide more effective substitute teaching through alternatives to the hiring of a daily substitute. The Salt Lake City (Utah) School District has used professional and career persons from the community in place of substitutes. (The State of Utah does not require substitute certification.) These "free" substitutes discuss their careers with students and in so doing save the school system the expense of hiring regular substitute teachers. [11]

The Pennsbury (Pennsylvania) Public Schools has developed an incentive plan for teachers to save on substitute costs. If teachers can eliminate the need for a



substitute teacher by preparing for their absences in advance (e.g., by having another teacher take his or her class), the money their school saves can be used however the staff and administration desire. Equipment and materials for classrooms have been purchased with some of these savings; one school used its money to sponsor a weekend retreat for its teachers. [37]

Syosset (New York) High School has experimented with an enrichment program, in which students and a full-time coordinator arrange and publicize a daily schedule of events to act as a replacement for substitute teachers. These events include magic shows; concerts; films; instruction in chess, bread-baking, and karate; as well as sessions with speakers such as George Plimpton, Isaac Asimov, and the United States table tennis team on its return from the People's Republic of China. Begun in 1970, the outlay for the program amounts to \$30,000, with another

\$13,000 to \$14,000 allotted for regular substitutes. This results in an annual savings of \$6,000 to \$7,000, although the major emphasis is on the educational, rather than the cost, aspect. Teachers can choose regular substitutes over the enrichment program (about 15 percent do); however, substitutes must be used for teacher absences exceeding three days. Other Long Island schools have adapted the Syosset approach. [31; 34]

The New York State Office of Education Performance Review recommended that New York City should develop three alternatives to the use of regular substitute teachers:

1. Schedule the use of community resources to provide broadly gauged educational services.
2. Develop a program to use high school honor students to teach younger children.
3. Make greater use of educational television and films [41:5].

## ERS Survey of Practices and Procedures in the Use of Substitute Teachers

In January 1977, Educational Research Service mailed a survey instrument to selected school systems regarding practices and procedures in the use of substitute teachers. Questions were asked on a variety of different topics concerning the administration of substitute teacher programs. School systems also were urged to provide available policies and guidelines used in reporting regular teacher absence, substitute teacher handbooks and guidelines, orientation materials, evaluation forms, salary schedules, and provisions in negotiated contracts covering substitutes.

### SURVEY DESIGN AND INSTRUMENT

Questionnaires were mailed to 1,158 school systems with enrollments of 300 or more pupils. No follow-up was sent. A total of 488 usable replies were received, an overall response rate of 41.8 percent. Of the 186 school districts in the nation with 25,000 or more pupils, 65.1 percent returned usable replies. The response data for the four categories of school systems grouped according to the size of pupil enrollment were:

<u>Size Category and Pupil Enrollment</u>	<u>Number of School Systems Queried</u>	<u>School Systems Responding</u>		<u>Percent of Total Responding Systems</u>
		<u>Number</u>	<u>Percent</u>	
Large (25,000 or more pupils)	186	121	65.1%	24.8%
Medium (10,000 to 24,999 pupils)	286	140	49.0	28.7
Small (2,500 to 9,999 pupils)	329	130	39.5	26.6
Very Small (300 to 2,499 pupils)	357	97	27.2	19.9
TOTAL	1,158	488	42.1	100.0

Respondents to the survey included school systems from 49 states:

<u>State</u>	<u>Number</u>	<u>State</u>	<u>Number</u>
Alabama	8	Montana	3
Alaska	1	Nebraska	8
Arizona	7	Nevada	3
Arkansas	6	New Hampshire	2
California	54	New Jersey	14
Colorado	9	New Mexico	4
Connecticut	9	New York	19
Delaware	3	North Carolina	7
District of Columbia	0	North Dakota	2
Florida	14	Ohio	27
Georgia	8	Oklahoma	3
Hawaii	1	Oregon	8
Idaho	3	Pennsylvania	22
Illinois	25	Rhode Island	3
Indiana	18	South Carolina	10
Iowa	6	South Dakota	3
Kansas	6	Tennessee	3
Kentucky	3	Texas	33
Louisiana	8	Utah	0
Maine	2	Vermont	1
Maryland	9	Virginia	16
Massachusetts	15	Washington	15
Michigan	16	West Virginia	5
Minnesota	14	Wisconsin	12
Mississippi	4	Wyoming	2
Missouri	14		
		TOTAL	488

#### FINDINGS OF THE SURVEY

This study presents an analysis of data on 11 major topics relating to the practices and procedures in the use of substitute teachers:

- substitute program organization
- application procedures
- absence procedures for regular teachers
- selection procedures
- evaluation procedures
- dismissal procedures
- size of substitute teacher forces
- pay rates and costs of substitute teacher services
- orientation and inservice programs available to substitute teachers
- collective negotiation agreements covering substitute teachers

- alternatives to the use of substitute teachers

Substitute program organization.--School officials were asked to respond to three questions dealing with the organization of their school systems' substitute teacher program: (1) the type of program (centralized v. decentralized), (2) the title of the person with primary responsibility for the program's administration, and (3) maintenance of a roster of available substitutes.

Type of program.--Table 1 describes the kinds of administrative frameworks into which responding school systems have organized their substitute teacher programs. Total responses indicate that one half (50.2 percent) of the school systems centrally control and assign



TABLE 1.--Organization of Substitute Teacher Programs

Types of Organization	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Central control and assignment	63 52.1%	78 56.1%	41 32.0%	60 63.8%	242 50.2%
Decentralized control and assignment at the building level	21 17.3	18 13.0	55 43.0	16 17.0	110 22.8
Combination of these	37 30.6	43 30.9	32 25.0	18 19.2	130 27.0
TOTAL REPORTING SYSTEMS	121 100.0	139 100.0	128 100.0	94 100.0	482 100.0

their substitute teachers, while one quarter maintain either a system of decentralized control and assignment at the building level (22.8 percent) or employ a system combining features of both centralized and decentralized control and assignment (27.0 percent). Small school systems, however, did not follow this pattern--they utilize the decentralized method more frequently (43.0 percent) and the centralized less frequently (32.0 percent). (NOTE: The numbers and percentages used in calculating the tables in this Report represent only the school systems responding to a specific question--not the total number of school systems which responded to the survey as a whole. Thus, the total responses may vary from one table to another.)

*Title of person(s) having primary responsibility for substitute teacher programs.--*

A list of the persons grouped according to administrative level (superintendent and staff, central office staff, and building staff) who have primary authority for supervising their school systems' substitute teacher program is contained in Table 2.

Of the total respondents, 327 (68.5 percent) reported that substitute program administration rests mainly with the central office staff; 195 of these persons (40.9 percent) are directors of personnel. Other heads of substitute services included: other central office administrators (e.g., assistant and/or deputy superintendents, coordinators, and supervisors whose specific administrative function was not specified), personnel assistants, other central office support staff (e.g., secretaries, clerks, and administrative assistants), directors of substitute teachers, and directors of services (e.g., directors of administration, operations, special services, and support services). Almost 15 percent (14.9 percent) of the respondents indicated that the primary responsibility for substitute teachers is held by the superintendent and his or her central staff, while 17.8 percent denote control by the building staff.

Breakdowns by size of school system show that over 90 percent of both large and medium responding systems administer their programs at the central office level, with the director of personnel in charge more than 60 percent of the time. Substitute teacher programs in

TABLE 2.--Title of Person(s) Having Primary Responsibility for Substitute Teacher Programs

Title	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Superintendent and Staff					
Superintendent	...	5	19	39	63
	...	3.6%	15.0%	41.0%	13.2%
Superintendent's Assistants	...	2	5	1	8
	...	1.5	3.9	1.1	1.7
TOTAL, Superintendent and Staff	...	7	24	40	71
	...	5.1	18.9	42.1	14.9
Central Office Staff					
Director of Personnel	72	94	29	...	195
	61.5%	68.1	22.8	...	40.9
Personnel Assistants	14	5	4	...	23
	12.0	3.6	3.2	...	4.8
Director of Substitute Teachers	11	3	...	...	14
	9.4	2.2	...	...	2.9
Substitute Teacher Assistants	1	6	2	...	9
	0.9	4.3	1.6	...	1.9
Director of Elementary and/or Secondary Education	...	2	4	1	7
	...	1.5	3.2	1.1	1.5
Director of Instruction	1	...	6	1	8
	0.9	...	4.7	1.1	1.7
Director of Services	2	4	7	...	13
	1.7	2.9	5.5	...	2.7
Other Central Office Administrators	6	13	21	2	42
	5.1	9.4	16.5	2.1	8.8
Other Central Office Support Staff	6	...	9	1	16
	5.1	...	7.1	1.1	3.3
TOTAL, Central Office Staff	113	127	82	5	327
	96.6	92.0	64.6	5.4	68.5
Building Staff					
Principal	6	4	20	49	79
	5.1	2.9	15.7	51.6	16.6
Assistant Principal	...	...	1	3	4
	...	...	0.8	3.1	0.8
Other Building Staff	...	...	1	1	2
	...	...	0.8	1.1	0.4
TOTAL, Building Staff	6	4	22	53	85
	5.1	2.9	17.3	55.8	17.8
Substitute Assignment Service	...	...	1	...	1
	...	...	0.8	...	0.2
TOTAL REPORTING SYSTEMS*	117	138	127	95	477

\*Totals may add to more than 100.0 percent in each column because some respondents gave more than one answer.

small systems are handled most often at the central office level as well (64.6 percent), yet of every five small systems, one controls its program at either the superintendent's or the building level. The principal (51.6 percent) and the superintendent (41.0 percent), on the other hand, are entrusted with primary responsibility for substitute teacher programs in very small systems.

One small school system, the Westford (Massachusetts) Public Schools, hires and assigns its substitute teachers through an independent agency, Temp Ed Associates.

*Maintenance and composition of substitute teacher rosters.*--The methods of maintaining substitute teacher rosters by participating school systems are reflected in Table 3. Nearly 70 percent of all respondents replied that their roster is maintained centrally for the entire school system; almost 20 percent indicated that individual schools each hold a roster; and more than 10 percent explained that their school system uses both methods. The very small systems did not follow this trend; 50.5 percent keep a roster at each school and 40.2 percent use a central roster.

Some respondents noted that their rosters are prepared in the central office (most often in the personnel department) and then sent to individual school buildings. Others keep rosters according to school districts or geographic areas.

As indicated in Table 4, 92.2 percent of the responding school systems (447 out of 485) maintain a single roster for both short-term and long-term substitutes.

Application procedures.--The survey touched on three questions connected with substitute

teachers' application process, qualifications, and reasons for applying:

- Who is the person to whom substitutes must submit their formal application?
- How do substitutes' credentials compare with those of regular teachers in the same school system?
- What effect does substitute teaching have on future chances for securing a full-time teaching job in the same school system, as viewed by the employer?

*Title of person(s) to whom substitute teachers apply for employment.*--The results presented in Table 5 are closely related with those found in Table 2 (persons with primary responsibility for their school system's substitute programs). About 70 percent of the total listed a central office administrator other than the superintendent (almost always the director of personnel or the director of substitute teachers, when specified) as the person handling the application process. Prospective substitute teachers submit their forms to the superintendent and building principal in 23.6 and 14.1 percent of responding school systems, respectively.

Large and medium systems use the central office almost exclusively for this duty. Substitute teachers in small systems apply most frequently at the central office (64.6 percent), followed by the superintendent's office (33.1 percent) and the building principal (10.0 percent). The superintendent and building principal receive most of the applications in very small systems. "Other" includes secretaries, assistant principals, and Temp Ed Associates.



TABLE 3.--Methods of Maintaining Substitute Teacher Rosters

Type of Roster	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Central roster for the entire school system	90 74.4%	114 81.4%	90 69.8%	39 40.2%	333 68.4%
Roster at each individual school	14 11.6	12 8.6	22 17.0	49 50.5	97 19.9
Combination of both	17 14.0	14 10.0	17 13.2	9 9.3	57 11.7
TOTAL REPORTING SYSTEMS	121 100.0	140 100.0	129 100.0	97 100.0	487 100.0

TABLE 4.--Composition of Substitute Teacher Rosters

Type of Roster	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Same roster contains names of both short-term and long-term substitutes	104 86.7%	129 92.1%	121 94.5%	93 95.9%	447 92.2%
Separate rosters contain names of short-term and long-term substitutes	16 13.3	11 7.9	7 5.5	4 4.1	38 7.8
TOTAL REPORTING SYSTEMS	120 100.0	140 100.0	128 100.0	97 100.0	485 100.0

TABLE 5.--Title of Person(s) to Whom Substitute Teachers Apply for Employment

Title	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Superintendent	...	9 6.4%	43 33.1%	63 64.9%	115 23.6%
Other Central Office Administrator	116 95.9%	126 90.0	84 64.6	12 12.4	338 69.2
Building Principal	9 7.4	7 5.0	13 10.0	40 41.2	69 14.1
Other	2 1.6	1 0.7	1 0.8	1 1.0	5 1.0
TOTAL REPORTING SYSTEMS*	121	140	130	97	488

\*Totals add to more than 100.0 percent in each column because some respondents indicated more than one person.

*Academic degree and teacher certification required of substitute teachers.*--Administrators in three out of five school systems (58.6 percent) stated that their respective systems require the same minimum academic degree for both regular and substitute teachers; two in five (41.4 percent) said theirs do not, as shown in Table 6. Table 7 shows that in 198 school systems all of the substitutes on the rosters possess the same minimum educational degree as regular teachers. Moreover, in 76.2 percent of the responding systems, three fourths or more of all substitutes were in this category. Although the responses range from a low of zero (in two very small systems) to 100 percent, the median percentage for all school systems was 98.0 percent.

Tables 8 and 9 reveal nearly identical figures for teacher certification. In fact, 58.6 percent of the respondents noted that regular and substitute teachers must have the same minimum certification, while 41.4 percent reported that they do not--the exact percentages found in Table 6 for academic degree status. On rosters in 44.1 percent of the systems, all substitutes had the same minimum certification as regular teachers; in 82.6 percent of the systems, at least half did. The median percent of substitute teachers on school system rosters who possess the same minimum certification as the regular teaching staff is 95 percent.

*Special consideration given substitute teachers upon application for a regular teaching position.*--School officials were asked if their systems give their substitutes any kind of special consideration if they apply for a regular teaching job. Half (52.0 percent) indicated that special consideration is *sometimes* given to substitutes

who have performed satisfactorily (Table 10). Thirty-seven percent said that substitutes *usually* could expect special consideration. Eleven percent indicated that their school system affords their substitute teachers *no* special consideration for full-time employment.

Absence procedures for regular teachers.--The effects of a school system's absence policies for regular classroom teachers likewise relate to substitute teachers. The survey instrument included questions on teacher absence procedures followed in the systems sampled--the title of the administrator notified of an absence (planned and unexpected), the amount of advance notice required before an absence (planned and unexpected), and materials which regular teachers are required to make available for substitutes teaching in their absence.

*Title of person(s) from whom regular teachers request a substitute.*--Table 11 pertains to the reporting of a *planned* absence, e.g., personal leave. The building principal is notified in 71.8 percent of the total systems and the central office in 28.0 percent. In 20.2 percent of the small systems and 27.8 percent of the very small systems, this task rests with the superintendent. For an *unexpected* absence (e.g., illness or a death in the family), regular teachers most often call the building principal and then the central office staff. Very small systems heavily rely on the building principal to handle short-term teacher absences (85.6 percent), as indicated in Table 12. In both tables, "central office staff" includes: personnel administrators; substitute coordinators, callers, and clerks; and central answering services.

TABLE 6.--Comparison of the Academic Degree Requirements for Substitute Teachers and Regular Teachers

Standard	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Same minimum academic degree required for both substitutes and regular teachers	60 53.6%	80 61.5%	73 60.8%	53 57.6%	266 58.6%
Same minimum academic degree not required for both substitute and regular teachers	52 46.4	50 38.5	47 39.2	39 42.4	188 41.4
TOTAL REPORTING SYSTEMS	112 100.0	130 100.0	120 100.0	92 100.0	454 100.0

TABLE 7.--Substitute Teachers Holding the Same Minimum Academic Degree as Required of Regular Teachers

Percent of Substitute Teachers	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
100%	37 35.9%	59 48.0%	55 47.4%	47 54.0%	198 46.1%
75 to 99	43 41.7	35 28.4	34 29.3	17 19.5	129 30.1
50 to 74	12 11.7	10 8.1	10 8.6	8 9.2	40 9.3
25 to 49	7 6.8	7 5.7	7 6.1	6 6.9	27 6.3
Less than 25	4 3.9	12 9.8	10 8.6	9 10.4	35 8.2
TOTAL REPORTING SYSTEMS	103 100.0	123 100.0	116 100.0	87 100.0	429 100.0
Mean	81.6%	81.6%	81.7%	78.9%	81.1%
Median	90.0	99.0	99.0	100.0	98.0
Range: Low	1.0	2.0	5.0	0	0
High	100.0	100.0	100.0	100.0	100.0



TABLE 8.--Comparison of the Teacher Certification Requirements for Substitute Teachers and Regular Teachers

Standard	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Same minimum teacher certification required for both substitute and regular teachers	56 48.3%	85 61.6%	76 62.3%	60 61.9%	277 58.6%
Same minimum teacher certification not required for both substitute and regular teachers	60 51.7	53 38.4	46 37.7	37 38.1	196 41.4
TOTAL REPORTING SYSTEMS	116 100.0	138 100.0	122 100.0	97 100.0	473 100.0

TABLE 9.--Substitute Teachers Holding the Same Minimum Teacher Certification as Required of Regular Teachers

Percent of Substitute Teachers	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
100%	33 31.7%	56 45.2%	60 50.4%	44 48.3%	193 44.1%
75 to 99	30 28.8	40 32.3	27 22.7	21 23.1	118 26.9
50 to 74	19 18.3	9 7.2	14 11.8	9 9.9	51 11.6
25 to 49	14 13.5	8 6.4	10 8.4	7 7.7	39 8.9
Less than 25	8 7.7	11 8.9	8 6.7	10 11.0	37 8.5
TOTAL REPORTING SYSTEMS	104 100.0	124 100.0	119 100.0	91 100.0	438 100.0
Mean	73.6%	81.3%	81.0%	76.8%	78.5%
Median	90.0	98.0	100.0	95.0	95.0
Range: Low	0	1.5	5.0	0	0
High	100.0	100.0	100.0	100.0	100.0

TABLE 10.--Consideration Given Substitute Teachers Upon Application for a Regular Teaching Position

Type of Consideration	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Special consideration sometimes given	62 53.0%	67 49.6%	61 48.4%	57 58.8%	247 52.0%
Special consideration usually given	45 35.5	55 40.8	44 34.9	33 34.0	177 37.3
Special consideration not given	10 8.5	13 9.6	21 16.7	7 7.2	51 10.7
TOTAL REPORTING SYSTEMS	117 100.0	135 100.0	126 100.0	97 100.0	475 100.0

TABLE 11.--Title of Person(s) from Whom a Regular Teacher Requests a Substitute for a Planned Absence

Title	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Superintendent	... ...	9 6.5%	26 20.2%	27 27.8%	62 12.8%
Central Office Staff	43 35.8%	64 46.0	28 21.7	1 1.0	136 28.0
Building Principal	86 71.7	93 66.9	91 70.5	78 80.4	348 71.8
Assistant Principal	5 4.2	8 5.8	2 1.6	1 1.0	16 3.3
Department Head	1 0.8	2 1.4	2 1.6	... ...	5 1.0
Other	1 0.8	1 0.7	... ...	... ...	2 0.4
TOTAL REPORTING SYSTEMS*	120	139	129	97	485

\*Totals add to more than 100.0 percent in each column because many respondents gave more than one answer.

TABLE 12.--Title of Person(s) from Whom a Regular Teacher Requests a Substitute for an Unexpected Absence

Title	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Superintendent	...	2	7	11	20
	...	1.4%	5.4%	11.3%	4.1%
Central Office Staff	46	68	35	4	153
	38.7%	48.9	26.9	4.1	31.5
Building Principal	80	75	86	83	324
	67.2	54.0	66.2	85.6	66.8
Assistant Principal	5	8	3	2	18
	4.2	5.8	2.3	2.1	3.7
Department Head	1	5	5	...	11
	0.8	3.6	3.8	...	2.3
Other	1	1	1	...	3
	0.8	0.7	0.8	...	0.6
TOTAL REPORTING SYSTEMS*	119	139	130	97	485

\*Totals add to more than 100.0 percent in each column because many respondents gave more than one answer.

#### Notice required before teacher absences.--

Responding school systems, as shown in Table 13, indicated a wide range in the number of days notice which a regular teacher should give for a *planned* absence. Two systems reported no need for advance notice, while two others require 30 days notice. More than 80 percent of the responses fell between one and six days, however, with a third of the total requiring between one to two days notice. Fifty-five respondents (12.6 percent) specify six or more days advance notice before a teacher takes a planned absence. The mean of the responses was 3.4 days; the median, 2.0.

Presented in Table 14 are responses to the question: "How much notice should a regular teacher in your school system normally give for an *unexpected* absence?" Respondents indicated their answers in hours or in specific times in the afternoon or

evening of the day preceding the absence or in the morning of the absence.

Three fourths of the systems ask for between one and three hours notice before school begins. Fourteen percent require five hours or more.

The most frequent time in the afternoon preceding the absence, accounting for 33.7 percent of the responses, was given as between 2:00 p.m. and 4:00 p.m. One fourth of the respondents listed preferences between 4:00 p.m. and 6:00 p.m., while 10 to 15 percent would like teachers to call in each of the three evening hour categories from 6:00 p.m. to 10:00 p.m. or later.

Half of the respondents (183 out of 343) call for notice between 7:00 and 7:30 during the morning of the absence. Three in 10 systems ask teachers to call between 6:00 a.m. and 7:00 a.m.



TABLE 13.--Number of Days Notice Which a Regular Teacher Should Give for a Planned Absence

Days	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than 1.0	3 2.8%	4 3.3%	5 4.4%	3 3.2%	15 3.4%
1.0 to 1.9	47 44.4	44 35.8	33 29.2	17 18.1	141 32.3
2.0 to 2.9	13 12.3	24 19.5	13 11.5	33 35.1	83 19.0
3.0 to 3.9	12 11.3	17 13.8	23 20.4	15 15.9	67 15.4
4.0 to 4.9	... ...	2 1.6	... ...	... ...	2 0.5
5.0 to 5.9	17 16.0	17 13.8	19 16.8	20 21.3	73 16.8
6.0 or more	14 13.2	15 12.2	20 17.7	6 6.4	55 12.6
TOTAL REPORTING SYSTEMS	106	123	113	94	436
Mean	3.5	3.3	3.8	3.0	3.4
Median	2.0	2.0	3.0	2.0	2.0
Range: Low High	0 hours 30 days	0 hours 30 days	2 hours 20 days	1 hour 10 days	0 hours 30 days

TABLE 14A.--Number of Hours Notice Which a Regular Teacher Should Give for an Unexpected Absence

Hours	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Hours: Less than 1.0	2 10.0%	2 5.0%	3 7.1%	... ...	7 5.4%
1.0 to 1.9	5 25.0	11 27.5	15 35.7	13 48.2%	44 34.1
2.0 to 2.9	11 55.0	16 40.0	18 42.9	10 37.0	55 42.6
3.0 to 3.9	1 5.0	... ...	2 4.8	1 3.7	4 3.1
4.0 to 4.9	... ...	... ...	... ...	1 3.7	1 0.8
5.0 or more	1 5.0	11 27.5	4 9.5	2 7.4	18 14.0
TOTAL REPORTING SYSTEMS	20 100.0	40 100.0	42 100.0	27 100.0	129 100.0
Mean	2.1	4.9	2.6	2.2	3.1
Median	2.0	2.0	2.0	2.0	2.0
Range: Low High	0 12.0	0 24.0	0 24.0	1.0 8.0	0 24.0

TABLE 14B.--Time in Which a Regular Teacher Should Give Notice  
for an Unexpected Absence

Time	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
In the afternoon or evening preceding the absence:					
12:00 to 1:59 p.m.	1 3.7%	1 3.6%	... ...	1 7.7%	3 3.2%
2:00 to 3:59 p.m.	8 29.7	11 39.3	9 33.4%	4 30.7	32 33.7
4:00 to 5:59 p.m.	7 25.9	9 32.1	6 22.2	2 15.4	24 25.3
6:00 to 7:59 p.m.	5 18.5	1 3.6	2 7.4	2 15.4	10 10.5
8:00 to 9:59 p.m.	3 11.1	4 14.3	4 14.8	1 7.7	12 12.6
10:00 p.m. or later	3 11.1	2 7.1	6 22.2	3 23.1	14 14.7
TOTAL REPORTING SYSTEMS	27 100.0	28 100.0	27 100.0	13 100.0	95 100.0
Range: Earliest Latest	1:00 10:00	12:00 10:00	2:00 10:30	1:00 11:00	12:00 11:00
In the morning of the absence:					
Earlier than 6:00 a.m.	2 2.4%	... ...	... ...	... ...	2 0.6%
6:00 to 6:29 a.m.	24 29.3	16 16.7%	11 12.1%	6 8.1%	57 16.6
6:30 to 6:59 a.m.	12 14.7	20 20.8	16 17.6	7 9.5	55 16.0
7:00 to 7:29 a.m.	37 45.1	47 48.9	53 58.2	46 62.2	183 53.4
7:30 to 7:59 a.m.	4 4.9	9 9.4	9 9.9	10 13.5	32 9.3
8:00 a.m. or later	3 3.6	4 4.2	2 2.2	5 6.7	14 4.1
TOTAL REPORTING SYSTEMS	82 100.0	96 100.0	91 100.0	74 100.0	343 100.0
Range: Earliest Latest	5:30 8:30	6:00 8:00	6:00 8:00	6:00 8:00	5:30 8:30

*Required lesson plans and other materials.--*

Substitute teachers reportedly complain of poor or nonexistent lesson plans and other materials that are left for them by the absent teacher. It would be impossible to gauge the quality of individual materials made available to substitutes, but the survey did include a question on the quantity of materials school systems require their regular teachers to make available to substitutes. Of the seven main response categories listed in Table 15, lesson plans are required in most school systems (97.5 percent), followed by: seating charts or lists of pupils' names (83.0 percent); copies of textbooks (78.7 percent); list of schedules, events, rules, etc. (68.6 percent); supplies, materials, and equipment (64.7 percent); appropriate keys (49.6 percent); and a list of personal student information, such as disciplinary, emotional, or medical problems (30.5 percent).

Selection procedures.--Participating school systems replied to two questions dealing with selection procedures for substitute teachers: (1) the primary factor considered in choosing a substitute for a particular assignment and (2) the length of notice substitutes should give the school system when they will be unavailable for assignment.

*Primary factor considered in selecting substitute teachers for duty.--*As indicated in Table 16, three out of four respondents principally assign substitute teachers based on their past performance as substitutes. However, because some officials (153 out of 483 total responses received) considered a combination of reasons for selecting substitute teachers and thus marked more than

one response to the question, the total number of responses indicating a "primary" factor is less than the total number of responses found in the other tables in this Report.

*Amount of time in which substitute teachers must notify their school system when they will be unavailable for assignment.--*The amount of notice substitutes must give when they will be unable to work is presented in Table 17. Three fourths of the respondents (75.7 percent) replied that substitutes inform the school system of their unavailability when they are called for assignment. A variety of other policies constitute the remaining one quarter of the responses; for example, 13.1 percent of school systems desire notice as soon as possible. Substitute teachers in the Detroit (Michigan) Public Schools call only when they are available for work.

Evaluation procedures.--Shown in Tables 18, 19, and 20 are the numbers of school systems that formally evaluate the performance of their substitute teachers, the persons charged with the evaluation, and the frequency of substitute evaluation.

*Number of school systems which formally evaluate the performance of their substitute teachers.--*Of the 480 school systems responding to the question on the evaluation of substitute teachers, 292 (60.8 percent) reported that they make no provision for the formal evaluation of substitute teachers (Table 18). Further examination of the table denotes that evaluations are performed by more large than small school systems. For example, 58.8 percent of the large systems and 51.4 percent of the medium systems formally evaluate their



substitute teachers, compared with 27.3 percent of the small and 12.6 percent of the very small school systems.

*Title of person(s) having responsibility for evaluating substitute teachers.*--Substitute teachers are evaluated most frequently at the building level by the principal (in 94.7

percent of the responding school systems), followed by the teacher who was absent (48.4 percent), the assistant principal (39.9 percent), and the department head (37.8 percent). "Other" evaluators included a curriculum specialist, staff development specialist, and school secretary in three large systems and high school students in one medium system (Table 19).

TABLE 15.--Items That School Systems Require Regular Teachers to Make Available for Substitute Teachers

Item	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Lesson plans	115 95.0%	137 97.9%	127 97.7%	97 100.0%	476 97.5%
Seating chart or list of pupils' names	88 72.7	119 85.0	115 88.5	83 85.6	405 83.0
Copies of textbooks	92 76.0	114 81.4	100 76.9	78 80.4	384 78.7
List of schedules, events, rules, etc.	85 70.2	101 72.1	92 70.8	57 58.8	335 68.6
Supplies, materials, and equipment	76 68.8	100 71.4	81 62.3	59 60.8	316 64.7
Appropriate keys	60 49.6	78 55.7	57 43.8	47 48.5	242 49.6
List of personal student information (e.g., disciplinary, emotional, or medical problems)	43 35.5	51 36.4	35 26.9	20 20.6	149 30.5
Other	3 2.5	3 2.1	5 3.8	3 3.1	14 2.9
TOTAL REPORTING SYSTEMS*	121	140	130	97	488

\*Totals add to more than 100.0 percent in each column because many respondents gave more than one answer.

TABLE 16.--Primary Factor Considered in Selecting Substitute Teachers for Duty

Factor	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Past performance as a substitute	47 58.0%	64 66.7%	75 92.6%	60 83.3%	246 74.6%
Previous teaching experience	3 3.7	5 5.2	... ...	5 6.9	13 3.9
Proximity to school	5 6.2	... ...	3 3.7	1 1.4	9 2.7
Seniority	2 2.5	... ...	... ...	... ...	2 0.6
Alphabetically from roster	4 4.9	11 11.4	... ...	4 5.6	19 5.8
Rotation	3 3.7	4 4.2	2 2.5	... ...	9 2.7
Principal's request	6 7.4	4 4.2	1 1.2	... ...	11 3.3
Training/certification	11 13.6	8 8.3	... ...	2 2.8	21 6.4
TOTAL REPORTING SYSTEMS	81 100.0	96 100.0	81 100.0	72 100.0	330 100.0

TABLE 17.--Amount of Time in Which Substitute Teachers Must Notify Their School System When They Will Be Unavailable for Assignment

Time Required	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
When they are called for assignment	74 64.9%	108 78.3%	104 81.9%	82 87.2%	358 75.7%
1 day before period of unavailability	16 14.0	4 2.9	1 0.8	1 1.1	22 4.6
2 to 7 days before period of unavailability	1 0.9	4 2.9	4 3.1	2 2.1	11 2.3
When applying as a substitute	1 0.9	... ...	1 0.8	1 1.1	3 0.6
At the beginning of the school year or term	2 1.8	... ...	2 1.6	... ...	4 0.8
As soon as known	13 11.4	25 18.1	17 13.4	7 7.4	62 13.1
When substitute desires name removed from roster	4 3.5	3 2.2	1 0.8	... ...	8 1.7
No requirement	5 4.4	5 3.6	4 3.1	3 3.2	17 3.6
Other	1 0.9	... ...	... ...	... ...	1 0.2
TOTAL REPORTING SYSTEMS*	114	138	127	94	473

\*Totals add to more than 100.0 percent in each column because some respondents gave more than one answer.

TABLE 18.--Formal Evaluation of Substitute Teachers

Procedure	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Evaluation performed	70 58.8%	71 51.4%	35 27.3%	12 12.6%	188 39.2%
Evaluation not performed	49 41.2	67 48.6	93 72.7	83 87.4	292 60.8
TOTAL REPORTING SYSTEMS	119 100.0	138 100.0	128 100.0	95 100.0	480 100.0

TABLE 19.--Title of Person(s) Having Primary Responsibility for Evaluating Substitute Teachers

Title	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Building Principal	67 95.7%	69 97.2%	31 88.6%	11 91.7%	178 94.7%
Assistant Principal	30 42.9	31 43.7	11 31.4	3 25.0	75 39.9
Department Head	25 35.7	35 49.3	8 22.9	3 25.0	71 37.8
Teacher Who Was Absent	29 41.4	41 57.7	17 48.6	4 33.3	91 48.4
Central Office Administrator	7 10.0	8 11.3	2 5.7	...	17 9.0
Other	3 4.3	1 1.4	...	...	4 2.1
TOTAL REPORTING SYSTEMS*	70	71	35	12	188

\*Totals add to more than 100.0 percent in each column because many respondents gave more than one answer.



*Frequency of substitute teacher evaluation.--*

Respondents to the question regarding the frequency of substitute teacher evaluation listed a diversity of times when such evaluations occur (Table 20). Seventy-three school systems (38.8 percent) evaluate substitute teachers after each assignment. Annual or semiannual evaluations and evaluation after the third assignment at the same school were mentioned by at least 10 percent of the respondents. One fourth of the very small systems evaluate substitutes only occasionally or as needed.

Dismissal procedures.--As noted in Table 21, substitute teachers with poor performance records can be removed from their system's roster of available substitutes without a complicated procedure in almost all (93.1 percent) of the responding school systems. Many of these indicated that this procedure may be accomplished simply by not calling the substitute for further duty. Yet 91.9 percent of those responding in Table 22 said that their systems have no set policy regarding a specific number of refusals needed before a substitute can be dropped from the roster. Of those specifying a certain limit, three refusals was indicated most often.

Size of substitute teacher forces.--Seven tables (23 through 29) delineate the magnitude of substitute teacher forces in school year 1976-77 in large, medium, small, and very small school systems responding to the ERS survey:

- number of substitute teachers on active file
- number of substitute teachers on active file as a percent of total regular teachers

- estimated number of substitute teachers in the United States on the rosters of school systems enrolling 300 or more pupils
- approximate number of substitute teachers on duty during a typical day
- approximate number of substitute teachers on duty during a typical day as a percent of total available substitutes
- approximate number of substitute teachers on duty during a typical day as a percent of total regular teachers
- supply of and demand for substitute teachers

*Number of substitute teachers on active file.--*

The number of total available substitutes increased with the size of the school system. Table 23 reveals that nine out of every 10 very small systems carried a roster of less than 100 substitute teachers, with a median of 24. Likewise, 88.4 percent of small systems had up to 200 substitutes (a median of 90) on their rosters. The median for medium systems was 184 available substitute teachers (almost half--45.0 percent--are in the 100-199 range), whereas almost half (47.7 percent) of large systems carried a roster of 500 or more substitutes. Totals ranged from a low of five in two very small systems to a high of 8,164 in one large system.

*Number of substitute teachers on active file as a percent of total regular teachers.*--The data in Table 24 are taken by dividing the number of substitute teachers on active file in each responding school system by the total number of teachers in the system. The mean for all respondents was 34.9 percent, that is, for

every 100 regular teachers a school system employs, there were 35 substitutes on active file. The median was 26.1 percent.

This percentage was smaller in the larger school systems. The number of substitute teachers in three fourths (72.8 percent) of the large systems (25,000 or more pupils) and two thirds (66.4 percent) of the medium systems (10,000 to 24,999 pupils) was between 10 and 30 percent of the number of regular teachers.

Both small school systems (2,500 to 9,999 pupils) and very small school systems (300 to 2,499 pupils) showed a wide range in the number of substitutes on active file as a percent of the number of regular teachers employed. Moreover, approximately one quarter of the small (22.6 percent) and very small systems (26.7 percent) had one or more substitutes available for every two regular teachers.

Ten school systems responding to the survey had 10 or less substitutes for every 100 regular teachers; 18 systems had more than one substitute for every regular teacher. One small system in Ohio reported that it had 800 substitutes on active file and 167 regular teachers (479.0 percent).

*Estimated number of substitute teachers in the United States on the rosters of school systems enrolling 300 or more pupils.--*

Applying the mean percent of substitute teachers to the total number of regular teachers, Table 25 provides estimates on the total number of substitutes in the United States. It is estimated that in 1976-77 there were 736,696 substitute teachers nationwide on the rosters of school systems enrolling 300 or more pupils. There were 142,673 substitutes in large school systems (25,000 or more pupils); 95,983 in medium

school systems (10,000 to 24,999 pupils); 317,226 in small school systems (2,500 to 9,999 pupils); and 195,088 in very small school systems (300 to 2,499 pupils).

*Approximate number of substitute teachers on duty during a typical day.--*Surveyed school systems were asked to furnish approximate figures on the number of substitute teachers employed on a typical day during school year 1976-77. The number of substitutes used daily rose with the system's enrollment. Table 26 shows that very small systems typically used three substitutes per day and small systems, 13. In medium school systems, 29.4 percent of the respondents used between 20 and 29 substitutes on a typical day and 21.7 percent used between 30 and 39. Fifteen percent of the medium systems employed from 10 to 19, 40 to 49, or 50 to 99 substitutes per day. Ninety-four large systems (87.1 percent) used over 50 substitutes on a typical day. Six very small systems reported that normally they did not need even one daily substitute; one large system typically employed 1,000.

*Approximate number of substitute teachers on duty during a typical day as a percent of total available substitutes.--*Table 27 indicates the approximate percent of the total number of available substitutes that are actually used on a typical day. The median percent for the 432 responding school systems was 15.8. Again the figures increase with system size, from a median of 9.0 percent used daily in very small systems to 13.3 percent in small, 17.1 percent in medium, and 22.1 percent in large systems. Responding school systems exhibited a wide range of substitute usage, from a low of zero to a high of 80.0 percent.



TABLE 20.--Frequency of Substitute Teacher Evaluation

Frequency	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
After each assignment	25 35.7%	29 40.8%	13 37.1%	6 50.0%	73 38.8%
After first assignment in building	1 1.4	2 2.8	... ...	... ...	3 1.6
After third assignment in same school	10 14.3	8 11.3	1 2.9	... ...	19 10.1
After tenth assignment in same classroom	... ...	2 2.8	... ...	... ...	2 1.1
At end of long-term assignment	1 1.4	1 1.4	... ...	... ...	2 1.1
Monthly	3 4.3	2 2.8	... ...	... ...	5 2.7
Quarterly	1 1.4	1 1.4	1 2.9	1 8.3	4 2.1
Semiannually	5 7.1	3 4.2	11 31.4	1 8.3	20 10.6
Annually	11 15.7	12 16.9	11 31.4	1 8.3	35 18.6
At principal's discretion	1 1.4	3 4.2	... ...	... ...	4 2.1
At substitute's request	... ...	3 4.2	... ...	... ...	3 1.6
After exceptionally good or bad performance	9 12.9	4 5.6	... ...	... ...	13 6.9
Occasionally or as needed	4 5.7	4 5.6	3 8.6	3 25.0	14 7.4
Other	2 2.9	3 4.2	1 2.9	... ...	6 3.2
TOTAL REPORTING SYSTEMS*	70	71	35	12	188

\*Totals add to more than 100.0 percent in each column because some respondents gave more than one answer.

TABLE 21.--Removal Procedures for Substitute Teachers with Poor Performance Records

Procedure	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Can be removed without a complicated procedure	109 94.0%	129 92.8%	115 92.0%	91 93.8%	444 93.1%
Cannot be removed without a complicated procedure	7 6.0	10 7.2	10 8.0	6 6.2	33 6.9
TOTAL REPORTING SYSTEMS	116 100.0	139 100.0	125 100.0	97 100.0	477 100.0



TABLE 22A.--School Systems Having Specific Limits to the Number of Times  
in Which a Substitute Teacher May Refuse an Assignment and  
Still Be Kept on Active File

Procedure	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
School systems with specific limits	19 16.8%	10 7.4%	3 2.4%	6 6.4%	38 8.1
School systems with no specific limits	94 83.2	125 92.6	123 97.6	88 93.6	430 91.9
TOTAL REPORTING SYSTEMS	113 100.0	135 100.0	126 100.0	94 100.0	468 100.0

TABLE 22B.--Number of Times in Which a Substitute Teacher  
May Refuse an Assignment and Still Be Kept on Active  
File in Responding School Systems Having Specific Limits

Limit to Refusals	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
1 time	...	...	...	...	...
2 times	1 5.3%	...	...	2 33.3%	3 7.9%
3 times	6 31.6%	7 70.0%	1 33.3%	4 66.7	18 47.4
4 times	2 10.5	1 10.0	...	...	3 7.9
5 times	7 36.8	...	2 66.7	...	9 23.7
More than 5 times	3 15.8	2 20.0	...	...	5 13.1
TOTAL, SCHOOL SYSTEMS WITH SPECIFIC LIMITS	19 100.0	10 100.0	3 100.0	6 100.0	38 100.0

TABLE 23.--Number of Substitute Teachers on Active File, 1976-77

Number	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than 100	1 0.9%	16 12.4%	64 53.4%	84 91.3%	165 36.5%
100-199	4 3.6	58 45.0	42 35.0	8 8.7	112 24.8
200-299	15 13.5	35 27.1	11 9.2	...	61 13.5
300-399	17 15.4	14 10.9	1 0.8	...	32 7.1
400-499	21 18.9	4 3.1	1 0.8	...	26 5.7
500 or more	53 47.7	2 1.5	1 0.8	...	56 12.4
TOTAL REPORTING SYSTEMS	111 100.0	129 100.0	120 100.0	92 100.0	452 100.0
Mean	805	197	108	34	290
Median	487	184	90	24	154
Range: Low	75	25	12	5	5
High	8,164	675	800	185	8,164

TABLE 24.--Number of Substitute Teachers on Active File as a Percent of Total Regular Teachers, 1976-77

Percent	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than 10.0%	4 3.9%	3 2.4%	3 2.7%	...	10 2.3%
10.0 to 19.9	44 42.7	43 34.4	26 22.6	17 18.9%	130 30.0
20.0 to 29.9	31 30.1	40 32.0	25 21.7	18 20.0	114 26.3
30.0 to 39.9	14 13.6	27 21.6	18 15.6	18 20.0	77 17.8
40.0 to 49.9	3 2.9	7 5.6	17 14.8	13 14.4	40 9.2
50.0 or more	7 6.8	5 4.0	26 22.6	24 26.7	62 14.4
TOTAL REPORTING SYSTEMS	103 100.0	125 100.0	115 100.0	90 100.0	433 100.0
Mean	26.9%	25.9%	42.9%	46.4%	34.9%
Median	21.5	24.0	32.4	35.4	26.1
Range: Low	4.8	4.1	5.7	10.0	4.1
High	135.7	80.9	479.0	176.0	479.0

TABLE 25.--Estimated Number of Substitute Teachers in the United States  
on the Rosters of School Systems Enrolling 300 or More Pupils, 1976-77

	Size of School System				Total
	Large	Medium	Small	Very Small	
Estimated number of full-time regular teachers in the United States*	530,383	370,590	739,454	420,449	2,110,876
Percent of substitute teachers as compared with the number of regular teachers	26.9%	25.9%	42.9%	46.4%	34.9%
Total number of substitute teachers on rosters of school systems enrolling 300 or more pupils	142,673	95,983	317,226	195,088	736,696

\*Estimated by ERS

TABLE 26.--Approximate Number of Substitute Teachers on Duty  
During a Typical Day, 1976-77

Number	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than 10	1 0.9%	2 1.6%	57 46.3%	93 98.9%	153 33.7%
10-19	2 1.8	19 14.7	39 31.7	1 1.1	61 13.4
20-29	... ...	38 29.4	18 14.6	... ...	56 12.3
30-39	4 3.7	28 21.7	4 3.3	... ...	36 7.9
40-49	7 6.5	20 15.5	4 3.3	... ...	31 6.8
50-99	41 38.0	20 15.5	1 0.8	... ...	62 13.7
100-199	31 28.7	2 1.6	... ...	... ...	33 7.3
200 or more	22 20.4	... ...	... ...	... ...	22 4.9
TOTAL REPORTING SYSTEMS	108 100.0	129 100.0	123 100.0	94 100.0	454 100.0
Mean	143	34	13	3	48
Median	95	30	10	2	20
Range: Low	8	6	2	0	0
High	1,000	100	64	13	1,000



TABLE 27.--Approximate Number of Substitute Teachers on Duty  
During a Typical Day as a Percent of Total Available Substitutes,  
1976-77

Percent	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than 10.0%	16 15.5%	21 17.2%	40 34.2%	48 53.3%	125 28.9%
10.0 to 19.9	31 30.1	47 38.5	48 41.0	31 34.5	157 36.3
20.0 to 29.9	21 20.4	33 27.1	23 19.7	8 8.9	85 19.7
30.0 to 39.9	24 23.3	14 11.5	2 1.7	3 3.3	43 10.0
40.0 to 49.9	6 5.8	... ...	2 1.7	... ...	8 1.9
50.0 or more	5 4.9	7 5.7	2 1.7	... ...	14 3.2
TOTAL REPORTING SYSTEMS	103 100.0	122 100.0	117 100.0	90 100.0	432 100.0
Mean	24.0%	20.9%	15.0%	10.2%	17.8%
Median	22.1	17.1	13.3	9.0	15.8
Range: Low	1.7	2.9	2.7	0	0
High	75.0	80.0	63.6	33.3	80.0

*Approximate number of substitute teachers on duty during a typical day as a percent of total regular teachers.*--Respondents were asked to supply data on the number of regular teachers in their school systems. With this information and that contained in Table 26, Table 28 was constructed to indicate the percentage of substitutes used on a typical day in relation to the total teaching force. Results were constant throughout all four size classifications. The median of 4.0 percent for all respondents varied only from 3.0 percent in very small school systems to 4.4 percent in large systems. As in previous tables, however, individual systems showed broad ranges in their responses--from zero in

six very small systems to 16.8 percent in one small system.

*Supply of and demand for substitute teachers.*--Nearly three fifths of the responding school systems (57.4 percent) have an adequate supply of qualified persons who desire to substitute teach in their system. (Table 29) More than one fifth (20.7 percent) have a surplus and approximately one fifth reported a shortage of substitutes. Shortages are more prevalent in very small systems (31.9 percent) than in the large systems (16.8 percent). Only 5.8 percent of the medium size school systems reported a shortage. Four percent of all the respondents said that their systems are

encountering a combination of different conditions, usually a surplus of elementary-level substitutes and a shortage of secondary-level substitutes, especially in the following areas (listed in the order of most to least number of times mentioned, all more than once):

- industrial arts
- sciences
- mathematics
- business education
- music
- special education
- physical education

Pay rates and cost of substitute teacher

services.--Presented in Tables 30 through 36 are: minimum and maximum scheduled daily pay rates, 1976-77; approximately cost of substitute teachers' salaries, 1975-76; salaries paid substitute teachers as an approximate percent of salaries paid regular teachers, 1975-76; and fringe benefits given substitute teachers, 1976-77.

*Minimum scheduled daily pay rates.*--Table 30 lists minimum scheduled per diem rates for substitute teachers in one dollar increments, from less than \$16.00 to \$35.00 or more. Salaries most often cited appear in the ranges: \$25.00 to \$25.99 (14.9 percent), \$30.00 to \$30.99 (11.1 percent), \$20.00 to \$20.99 (10.2 percent), \$35.00 or more (8.4 percent), and \$22.00 to \$22.99 (7.7 percent). The median rate of \$25.74 was consistent for all categories of school systems, the sole variation being the \$27.64 median rate scheduled for substitutes in medium systems. The lowest minimum scheduled rate was given as \$10.00 per day; the highest, \$54.78.

*Maximum scheduled daily pay rates.*--Divided into two dollar increments, Table 31 displays maximum scheduled per diem pay rates for substitute teachers in 427 school systems. The most frequently mentioned salaries were found in both the \$24.00 to \$25.99 range and the \$30.00 to \$31.99 range (14.5 percent in each) and in the \$26.00 to \$27.99 range (9.4 percent). The median of the maximum scheduled salaries of all responding school systems (\$30.60) ranged from a high of \$31.82 in medium systems to nearly six dollars lower in very small systems. Scheduled daily pay rates in individual systems ranged from \$15.00 to \$85.84.

(Each year Educational Research Service collects similar information on minimum and maximum scheduled daily pay rates in its *Scheduled Salaries for Professional Personnel in Public Schools*. This report is the first part of the three volume *National Survey of Salaries and Wages in Public Schools*. Findings pertaining to substitute teachers in the 1976-77 edition, some of which are described on pages 1-2 of this Report, closely parallel the results of Tables 30 and 31 of this study. [26:25])

*Approximate cost of substitute teachers' salaries, 1975-76.*--Table 32 provides a distribution of approximate total salaries paid substitute teachers in 428 school systems in 1975-76. As one might expect, an increase in the size of the school system resulted in a corresponding increase in the amount spent on substitute teachers. Substitute teacher services in 50 large systems with 25,000 or more enrollment (48.5 percent) cost from \$200,000 to \$499,999, with the median outlay being \$486,955. Thirty respondents (29.1 percent) in the same enrollment category indicated that

TABLE 28.--Approximate Number of Substitute Teachers on Duty During a Typical Day as a Percent of Total Regular Teachers, 1976-77

Percent	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than 1.0	2 2.0%	1 0.8%	1 0.9%	9 9.9%	13 3.0%
1.0 to 1.9	5 4.9	10 8.0	9 7.6	10 11.0	34 7.8
2.0 to 2.9	10 9.9	17 13.6	25 21.2	23 25.3	75 17.2
3.0 to 3.9	20 19.8	31 24.8	20 16.9	21 23.0	92 21.2
4.0 to 4.9	27 26.7	24 19.2	25 21.2	9 9.9	85 19.5
5.0 to 5.9	15 14.8	19 15.2	8 6.8	11 12.1	53 12.2
6.0 to 6.9	13 12.9	8 6.4	7 5.9	3 3.3	31 7.1
7.0 to 7.9	4 4.0	7 5.6	8 6.8	2 2.2	21 4.8
8.0 to 8.9	4 4.0	4 3.2	7 5.9	1 1.1	16 3.7
9.0 to 9.9	... ...	4 3.2	1 0.9	1 1.1	6 1.4
10.0 or more	1 1.0	... ...	7 5.9	1 1.1	9 2.1
TOTAL REPORTING SYSTEMS	101 100.0	125 100.0	118 100.0	91 100.0	435 100.0
Mean	4.5%	4.4%	4.7%	3.3%	4.3%
Median	4.4	4.0	4.1	3.0	4.0
Range: Low	0.5	0.8	0.9	0	0
High	10.4	9.9	16.8	10.5	16.8



TABLE 29.--Supply of and Demand for Substitute Teachers, 1976-77

Condition	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Adequate supply	67 56.3%	86 61.9%	71 55.0%	54 55.7%	278 57.4%
Surplus	29 24.4	37 26.6	24 18.6	10 10.3	100 20.7
Shortage	20 16.8	8 5.7	26 20.2	31 31.9	85 17.6
Combinations of the above at different grade levels	3 2.5	8 5.8	8 6.2	2 2.1	21 4.3
TOTAL REPORTING SYSTEMS	119 100.0	139 100.0	129 100.0	97 100.0	484 100.0

TABLE 30.--Minimum Scheduled Daily Pay Rates for Substitute Teachers, 1976-77

Salary Class	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than \$16.00	5 4.4%	5 3.8%	3 2.5%	3 3.7%	16 3.6%
\$16.00 to 16.99	5 4.4	... ...	4 3.4	1 1.2	10 2.3
17.00 to 17.99	4 3.5	4 3.1	2 1.7	4 4.9	14 3.2
18.00 to 18.99	3 2.7	4 3.1	5 4.2	2 2.5	14 3.2
19.00 to 19.99	3 2.7	2 1.5	... ...	... ...	5 1.1
20.00 to 20.99	15 13.3	7 5.4	12 10.2	11 13.6	45 10.2
21.00 to 21.99	2 1.8	5 3.8	1 0.8	... ...	8 1.8
22.00 to 22.99	12 10.6	9 6.9	8 6.8	5 6.2	34 7.7
23.00 to 23.99	1 0.9	4 3.1	7 5.9	1 1.2	13 2.9
24.00 to 24.99	4 3.5	2 1.5	6 5.1	1 1.2	13 2.9
25.00 to 25.99	7 6.2	14 10.8	22 18.6	23 28.4	66 14.9

TABLE 30 (Continued)

Salary Class	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
\$26.00 to 26.99	5 4.4%	2 1.5%	2 1.7%	2 2.5%	11 2.5%
27.00 to 27.99	4 3.5	11 8.5	4 3.4	4 4.9	23 5.2
28.00 to 28.99	4 3.5	10 7.7	4 3.4	2 2.5	20 4.5
29.00 to 29.99	5 4.4	7 5.4	1 0.8	... ...	13 2.9
30.00 to 30.99	8 7.1	13 10.0	16 13.6	12 14.8	49 11.1
31.00 to 31.99	2 1.8	4 3.1	3 2.5	... ...	9 2.1
32.00 to 32.99	2 1.8	8 6.2	5 4.2	1 1.2	16 3.6
33.00 to 33.99	3 2.7	6 4.6	6 5.1	2 2.5	17 3.8
34.00 to 34.99	5 4.4	2 1.5	... ...	2 2.5	9 2.1
35.00 or more	14 12.4	11 8.5	7 5.9	5 6.2	37 8.4
TOTAL REPORTING SYSTEMS	113 100.0	130 100.0	118 100.0	81 100.0	442 100.0
Mean	\$25.92	\$27.02	\$25.82	\$25.21	\$26.09
Median	25.36	27.64	25.50	25.54	25.74
Range: Low	12.50	10.00	15.00	15.00	10.00
High	50.00	49.47	54.78	39.00	54.78

TABLE 31.--Maximum Scheduled Daily Pay Rates for Substitute Teachers, 1976-77

Salary Class	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than \$20.00	2 1.8%	5 4.0%	2 1.8%	6 7.4%	15 3.5%
\$20.00 to 21.99	6 5.5	8 6.5	7 6.2	10 12.4	31 7.3
22.00 to 23.99	5 4.6	3 2.4	8 7.1	2 2.5	18 4.2
\$24.00 to 25.99	15 13.8%	12 9.7%	11 9.7%	24 29.6%	62 14.5%
26.00 to 27.99	14 12.8	16 12.9	6 5.3	4 4.9	40 9.4
28.00 to 29.99	6 5.5	8 6.5	10 8.8	5 6.2	29 6.8
30.00 to 31.99	10 9.2	11 8.9	26 23.0	15 18.5	62 14.5
32.00 to 33.99	5 4.6	7 5.6	10 8.8	3 3.7	25 5.9
34.00 to 35.99	6 5.5	11 8.9	8 7.1	2 2.5	27 6.3
36.00 to 37.99	9 8.3	4 3.2	6 5.3	... ...	19 4.4
38.00 to 39.99	1 0.9	4 3.2	1 0.9	1 1.2	7 1.6
40.00 to 41.99	8 7.3	8 6.5	6 5.3	4 4.9	26 6.1
42.00 to 43.99	5 4.6	2 1.6	... ...	2 2.5	9 2.1
44.00 to 45.99	3 2.8	2 1.6	3 2.7	2 2.5	10 2.3
46.00 to 47.99	5 4.6	2 1.6	1 0.9	... ...	8 1.9
48.00 to 49.99	2 1.8	6 4.8	5 4.4	1 1.2	14 3.3
50.00 or more	7 6.4	15 12.1	3 2.7	... ...	25 5.9
TOTAL REPORTING SYSTEMS	109 100.0	124 100.0	113 100.0	81 100.0	427 100.0
Mean	\$33.17	\$34.18	\$31.79	\$27.52	\$32.03
Median	31.30	31.82	30.96	25.88	30.60
Range: Low	17.00	17.00	15.00	15.00	15.00
High	70.00	72.00	85.84	48.00	85.84



TABLE 32.--Approximate Cost of Substitute Teachers' Salaries, 1975-76

Cost	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Less than \$5,000	...	...	1	24	25
	...	...	0.9%	27.6%	5.9%
\$5,000 to 9,999	...	...	...	27	27
	...	...	...	31.0	6.3
10,000 to 49,999	...	4	58	36	98
	...	3.2%	50.9	41.4	22.9
50,000 to 99,999	...	27	42	...	69
	...	21.8	36.8	...	16.1
100,000 to 199,999	4	59	12	...	75
	3.9%	47.6	10.5	...	17.5
200,000 to 299,999	17	24	1	...	42
	16.5	19.3	0.9	...	9.8
300,000 to 399,999	16	9	...	...	25
	15.5	7.3	...	...	5.9
400,000 to 499,999	17	...	...	...	17
	16.5	...	...	...	4.0
500,000 to 999,999	30	1	...	...	31
	29.1	0.8	...	...	7.2
1,000,000 or more	19	...	...	...	19
	18.5	...	...	...	4.4
TOTAL REPORTING SYSTEMS	103	124	114	87	428
	100.0	100.0	100.0	100.0	100.0
Mean	\$842,670	\$165,619	\$ 56,394	\$ 8,000	\$267,907
Median	486,955	138,430	48,526	10,590	94,353
Range: Low	110,000	32,000	3,000	750	750
High	12,000,000	988,333	210,000	36,763	12,000,000

salaries paid substitutes in their systems ranged from \$500,000 to \$999,999. Nearly 20 percent of large systems paid more than \$1 million for substitute teachers in 1975-76, one noting an expenditure of \$12 million.

Almost half (59 out of 124) of the medium systems (10,000 to 24,999 pupils) paid from \$100,000 to \$199,999 for substitute teachers. The median cost was \$138,430.

One fifth spent from \$50,000 to \$99,999.

Expenses for substitute teachers in half of the small systems (2,500 to 9,999 pupils) totaled from \$10,000 to \$49,999 and nearly two fifths paid from \$50,000 to \$99,999. The lowest cost reported for a small school system was \$3,000, the highest, \$210,000.

Most of the responding very small systems (300 to 2,499 pupils) spent less than \$10,000

on substitute salaries in 1975-76. In this enrollment category, six out of 10 systems (58.6 percent) paid less than \$10,000. The median cost was \$10,590. Total salaries paid substitute teachers in very small systems ranged from \$750 to \$36,763.

*Salaries paid substitute teachers as an approximate percent of salaries paid regular teachers.*--School systems were asked to provide approximate figures spent during the 1975-76 school year for regular and substitute teachers' salaries. Table 33 is the result of the information taken from the 418 systems responding to both parts of the question. Sixty-four percent of the respondents indicated that the total amount paid for substitute teachers' salaries was less than 1.8 percent of the total amount of salaries paid regular teachers. The median of 1.6 percent was relatively stable across all four size categories. One small system spent approximately 0.1 percent of the amount paid regular teachers (\$3,000 v. \$2 million). One medium sized system paid substitute teachers approximately 13.2 percent (\$988,333 v. \$7,460,165) of that paid regular teachers.

*Fringe benefits provided for substitute teachers.*--Substitute teachers in three fourths (74.6 percent) of the 484 responding school systems do not receive any fringe benefits, as shown in Table 34. Social Security coverage was provided by 15.9 percent of all responding school systems and teacher retirement by 13.4 percent, as indicated in Table 35. Table 36 shows that, of the 123 systems providing some types of fringe benefits to substitute teachers, 62.6 percent provide Social Security and 52.8 percent

provide teacher retirement. Twenty-six respondents (21.1 percent) include sick leave provisions for substitutes, 24 allowing either: one or one-and-one-half days per month or per 20 consecutive days served, or 10 days per year in a long-term assignment. Eleven percent of the responding school systems grant personal or emergency leave, usually two or three days per year. Group hospitalization is provided in 16 systems (13.0 percent) and major medical insurance is offered in 14 systems (11.4 percent); most systems pay the entire amount of the premium and the others more than half. Of the 12 systems (9.7 percent) providing group life insurance, nine contribute the full amount of the premium.

"Other" fringe benefits provided for substitute teachers include workman's compensation (in 11 systems); professional liability insurance (in 4 systems); long-term disability insurance and dental insurance (in one small system); and bereavement leave, vacation leave, and income protection (one system each). A few of the respondents noted certain fringe benefits that are provided only for long-term substitute teachers.

Orientation and inservice programs available to substitute teachers.--Tables 37 and 38 detail responses received on the number and percent of school systems providing orientation and inservice programs for their substitute teachers. Of 484 systems, 205 (42.4 percent) offered orientation programs for substitutes--half of the large systems (48.8 percent), and medium systems (50.4 percent), two fifths of the small systems (41.1 percent), and one fourth (24.7 percent) of the very small systems provided such programs. Fewer school systems provided inservice training for substitute teachers (22 percent of the total).

Collective negotiation agreements covering substitute teachers.--The status of substitute teachers in collective negotiations is reflected in Table 39. Although 83.6 percent of the responding school systems engage in collective negotiations with some employee groups, only 4.7 percent reported that their substitute teachers are covered by any type of collective negotiation agreement. Of the 4.7 percent of substitute teachers that are covered by collective negotiation agreements, most (3.9 percent) are covered by the same agreement as regular teachers.

Alternatives to the use of substitute teachers.--Despite the oft cited problems of the cost and effectiveness of substitute teachers, Table 40 reveals few school systems using other methods for providing instruction when the regular teacher is absent. One fourth (26.9 percent) of the 464 responding systems replied that alternative methods are

used in place of hiring a substitute teacher.

School officials also were asked to describe briefly the programs or persons used in place of a substitute. Almost half of the 125 systems using alternative methods call regular teachers into service, either paid or unpaid, during their free or planning periods. Fifteen percent permit administrators, teacher aides, or volunteers to take over as a substitute. Less frequently mentioned methods used as alternatives to substitute teachers include team teaching, combined classes, and enrichment programs. Some school systems use the following persons as replacements for absent teachers:

- nonteaching staff (e.g., counselors and librarians)
- student teachers
- parents
- guest speakers/resource persons



TABLE 33.--Salaries Paid Substitute Teachers as an Approximate Percent of  
of Salaries Paid Regular Teachers, 1975-76

Percent	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
0.1 to 0.9%	3 3.0%	13 10.6%	7 6.4%	29 33.7%	52 12.5%
1.0 to 1.1	7 7.1	16 13.0	12 10.9	7 8.1	42 10.1
1.2 to 1.3	11 11.1	13 10.6	19 17.3	16 18.6	59 14.1
1.4 to 1.5	11 11.1	21 17.1	16 14.5	9 10.5	57 13.6
1.6 to 1.7	14 14.1	16 13.0	19 17.3	8 9.3	57 13.6
1.8 to 1.9	12 12.1	7 5.7	8 7.3	6 7.0	33 7.9
2.0 to 2.1	11 11.1	10 8.1	5 4.5	3 3.5	29 6.9
2.2 to 2.3	7 7.1	12 9.7	11 10.0	3 3.5	33 7.9
2.4 to 2.5	5 5.1	5 4.1	3 2.7	2 2.3	15 3.6
2.6 to 2.7	5 5.1	1 0.8	1 0.9	...	7 1.7
2.8 to 2.9	4 4.0	...	1 0.9	1 1.2	6 1.4
3.0 and above	9 9.1	9 7.3	8 7.3	2 2.3	28 6.7
TOTAL REPORTING SYSTEMS	99 100.0	123 100.0	110 100.0	86 100.0	418 100.0
Mean	1.9%	1.8%	1.8%	1.3%	1.7%
Median	1.8	1.5	1.5	1.2	1.6
Range: Low	0.3	0.4	0.1	0.2	0.1
High	5.6	13.2	10.1	3.9	13.2

TABLE 34.--Fringe Benefits Provided for Substitute Teachers, 1976-77

Procedure	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Fringe benefits provided for substitutes	39 32.2%	34 24.5%	31 24.0%	19 20.0%	123 25.4%
Fringe benefits not provided for substitutes	82 67.8	105 75.5	98 76.0	76 80.0	361 74.6
TOTAL REPORTING SYSTEMS	121 100.0	139 100.0	129 100.0	95 100.0	484 100.0

TABLE 35.--Specific Fringe Benefits Provided for Substitute Teachers in All Responding School Systems

Fringe Benefit	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Social Security	18 14.9%	25 18.0%	20 15.5%	14 14.7%	77 15.9%
Teacher retirement	16 13.2	15 10.8	21 16.3	13 13.7	65 13.4
Sick leave	12 9.9	5 3.6	7 5.4	2 2.1	26 5.4
Personal or emergency leave	4 3.3	2 1.4	6 4.6	2 2.1	14 2.9
Group hospitalization insurance	5 4.1	3 2.2	6 4.6	2 2.1	16 3.3
Major medical insurance	3 2.5	2 1.4	7 5.4	2 2.1	14 2.9
Group life insurance	2 1.6	2 1.4	6 4.3	2 2.1	12 2.5
Other	9 7.4	5 3.6	4 2.9	2 2.1	20 4.1
TOTAL REPORTING SYSTEMS*	121	139	129	95	484

\*Totals add to less than 100.0 percent in each column because many systems provided no fringe benefits.

TABLE 36.--Specific Fringe Benefits Provided for Substitute Teachers in Those School Systems Providing Benefits

Fringe Benefits	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Social Security	18 46.1%	25 73.5%	20 64.5%	14 73.7%	77 62.6%
Teacher retirement	16 41.0	15 44.1	21 67.7	13 68.4	65 52.8
Sick leave	12 30.8	5 14.7	7 22.6	2 10.5	26 21.1
Personal or emergency leave	4 10.2	2 5.9	6 19.4	2 10.5	14 11.4
Group hospitalization insurance	5 12.8	3 8.8	6 19.4	2 10.5	16 13.0
Major medical insurance	3 7.7	2 5.9	7 22.6	2 10.5	14 11.4
Group life insurance	2 5.1	2 5.9	6 19.4	2 10.5	12 9.7
Other	9 23.1	5 14.7	4 12.9	2 10.5	20 16.3
TOTAL PROVIDING SOME TYPE OF BENEFITS*	39	34	31	19	123

\*Totals add to more than 100.0 percent in each column because some systems provided more than one benefit.

TABLE 37.--Orientation Programs for Substitute Teachers

Procedure	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Orientation programs provided	59 48.8%	69 50.4%	53 41.1%	24 24.7%	205 42.4%
Orientation programs not provided	62 51.2%	68 49.6%	76 58.9%	73 75.3%	279 57.6%
TOTAL REPORTING SYSTEMS	121 100.0	137 100.0	129 100.0	97 100.0	484 100.0



TABLE 38.--Inservice Programs for Substitute Teachers

Procedure	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Inservice programs provided	36 29.8%	35 25.5%	25 19.5%	10 10.4%	106 22.0%
Inservice programs not provided	85 70.2	102 74.5	103 80.5	86 89.6	376 78.0
TOTAL REPORTING SYSTEMS	121 100.0	137 100.0	128 100.0	96 100.0	482 100.0

TABLE 39.--Provisions Covering Substitute Teachers in Collective Negotiation Agreements

Condition	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
Substitute teachers are covered by the same collective negotiation agreement as regular teachers	10 8.2%	6 4.3%	2 1.5%	1 1.0%	19 3.9%
Substitute teachers are covered by a collective negotiation agreement separate from the regular teachers' agreement	3 2.4	1 0.7	... ...	... ...	4 0.8
School system negotiates, but substitute teachers are not covered by any negotiated agreement	90 73.8	109 78.4	106 82.2	79 81.5	384 78.9
School system does not negotiate with employees	19 15.6	23 16.6	21 16.3	17 17.5	80 16.4
TOTAL REPORTING SYSTEMS	122 100.0	139 100.0	129 100.0	97 100.0	487 100.0

TABLE 40.--Alternatives to the Use of Substitute Teachers

Procedure	Size of School System				Total Reporting
	Large	Medium	Small	Very Small	
School systems that use alternative methods for providing instruction	28 24.1%	35 26.3%	36 29.5%	26 28.0%	125 26.9%
School systems that do not use alternative methods for providing instruction	88 75.9	98 73.7	86 70.5	67 72.0	339 73.1
TOTAL REPORTING SYSTEMS	116 100.0	133 100.0	122 100.0	93 100.0	464 100.0

## Examples of Substitute Teacher Policies, Procedures and Guidelines

Many school systems responding to the ERS survey enclosed relevant materials concerning their substitute teacher programs (e.g., handbooks, policies, guidelines, and personnel forms). The following examples were selected to represent a variety of substitute teacher materials in school systems of various sizes and from different locations across the country. Minimal editing was done for format consistency. Inclusion of material in this Report does not imply endorsement by ERS or its sponsoring organizations.

Examples are grouped into seven main categories:

1. Application/information forms
2. Procedures for reporting absence by regular teachers
3. Handbook materials
4. Sample individual contracts and provisions from collective negotiation agreements
5. Evaluation forms
6. Substitute teacher report forms
7. Workshop/orientation outlines and activities.



## APPLICATION / INFORMATION FORMS

E 1  
XCOVINA-VALLEY UNIFIED SCHOOL DISTRICT (Covina, California)  
Size Category: MEDIUMQUESTIONNAIRE FOR SUBSTITUTE TEACHERS

NAME OF TEACHER \_\_\_\_\_ / \_\_\_\_\_ (Nickname)

STREET ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ SOC. SEC. #: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_  
(Area Code)

<u>CREDENTIAL(S)</u> (List valid California credentials only.)	<u>TYPE</u>	<u>MAJOR(S)/MINOR(S)</u>	<u>EXPIRATION DATE</u>
_____	_____	_____	_____
_____	_____	_____	_____

Have you registered your credential(s) in the LOS ANGELES COUNTY Office?

YES ☐ NO ☐Are you substituting in any other public school district during this school year? YES ☐ NO ☐ If so, please list:

COUNTY	SCHOOL DISTRICT	GRADE OR SUBJECT AREAS

Are you a member of the State Teachers' Retirement System? YES ☐ NO ☐Do you have retirement funds on deposit? YES ☐ NO ☐Are you retired from the State Teachers' Retirement System? YES ☐ NO ☐

If you are a member of the State Teachers' Retirement System, each district must deduct ANNUITY on the amount you earn in that district. If you are not a member, you qualify for membership by rendering 100 full days of service (combined in all districts) within a school year. If you are retired from the State Teachers' Retirement System, you cannot earn over \$4000 during any fiscal year for service in California school districts.

Circle grades you <u>PREFER</u> to teach: K 1 2 3 4 5 6 - 7 8 - 9 10 11 12												
Circle grades you <u>WILL ACCEPT</u> : K 1 2 3 4 5 6 - 7 8 - 9 10 11 12												
Circle all secondary level subjects you <u>WILL TEACH</u> . Place an asterisk (*) by those you <u>PREFER</u> to teach:												
Agriculture	English	Latin	Ind. Arts	Girls P.E.	Music-Inst.							
Art	French	Spanish	Math	Boys P.E.	Music-Vocal							
Bus. Educ.	German	Home Econ.	Sciences	Soc Studies	Psychology							
Will you <u>ACCEPT</u> assignments in: Mentally Retarded ___ Deaf ___ Ed. Hand. ___ LDG ___												
Mentally Gifted ___ Early Childhood ___												
Continuation School ___												

## COVINA VALLEY UNIFIED SCHOOL DISTRICT (Continued)

CROSS OUT (X) any days of the week you normally will not be available:

M T W TH F

What is the longest continuous assignment you will consider? \_\_\_\_\_

Are you interested in a regular position? \_\_\_\_\_ If so, give the earliest date you could begin \_\_\_\_\_

May we give your name and phone number to another district in case of emergency? YES ☐ NO ☐

Describe your ability to speak, read, write languages other than English: \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature\_\_\_\_\_  
Date**E**  
**X 2**LA PORTE COMMUNITY SCHOOL CORPORATION (La Porte, Indiana)  
Size Category: SMALL\_\_\_\_\_  
DATEMR. (circle one)  
MRS.  
MISS

NAME: First Middle Initial Last

ADDRESS: House No. Street City State ZIP TELEPHONE NO.

DATE OF BIRTH SOCIAL SECURITY NUMBER

COLLEGE EDUCATION: The State of Indiana requires 2 years or more (60 semester hours minimum) to be qualified as a Substitute Teacher. Transcripts of ALL college credit and your INDIANA TEACHER CERTIFICATE must be turned in to our office for recording purposes.

NO. SEMESTER HOURS EARNED: \_\_\_\_\_ (If Quarter Hours, please specify.)

COLLEGE ATTENDED: DEGREE DATE RECEIVED

DATES ATTENDED: MAJOR MINOR

DO YOU HOLD AN INDIANA TEACHER CERTIFICATE: KIND OF CERTIFICATE

EXPIRATION DATE: SUBJECT FIELDS ON CERTIFICATE:

TEACHER EXPERIENCE: REGULAR SUBSTITUTE  
Number of Years Full-Time Only NONE

SPECIFY SUBJECT AREAS INDIVIDUALLY OR GRADE LEVEL(S) YOU WISH TO SUBSTITUTE TEACH:

Elem K-6	Sciences	Home Ec.	Art	Others, please list
English	French	Phys. Ed.	Business	separately: _____
Soc Studies	German	Ind. Arts	Shorthand	_____
Mathematics	Spanish	Music	Spec. Ed.	_____

SCHOOL PREFERENCES (if any) \_\_\_\_\_

SPECIAL CIRCUMSTANCES (availability) \_\_\_\_\_

\*\*\*\*\*

## LA PORTE COMMUNITY SCHOOL CORPORATION (Continued)

Before you may substitute teach, you are required by Indiana Law to have a TB Skin Test. Contact Mrs. \_\_\_\_\_, R.N., Head of Nursing Service, at \_\_\_\_\_ Junior High School, telephone \_\_\_\_\_, for this purpose. If you have recently had a TB Skin Test, you must verify this with Mrs. \_\_\_\_\_. No one will be placed on the Substitute List until verification of the TB test has been made.

\*\*\*\*\*

## PAY RATE FOR SUBSTITUTE TEACHER:

\$26.50 per day - CERTIFICATED SUB

\$23.50 per day - DEGREE ONLY or NO DEGREE

\_\_\_\_\_  
APPLICANT'S SIGNATURE

1

DATE

MR. (Last Name) \_\_\_\_\_  
MRS. \_\_\_\_\_  
MISS \_\_\_\_\_

ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_

COLLEGE EDUCATION: The State of Indiana requires 3 years of college for substitute teachers. (Note minimum) to be certified as a substitute teacher. Transcripts of all college credits and your Indiana teaching certificate will need to be sent to the office for verification.

MR. (Last Name) \_\_\_\_\_  
ALL CURRENT SCHOOL, if any, specify: \_\_\_\_\_

COLLEGE ATTENDED: \_\_\_\_\_  
DATES ATTENDED: \_\_\_\_\_  
MAJOR \_\_\_\_\_ MINOR \_\_\_\_\_

DO YOU HOLD AN INDIANA TEACHER CERTIFICATE? \_\_\_\_\_  
EXPIRATION DATE: \_\_\_\_\_  
SCHOOL FINDER OR VERIFICATION: \_\_\_\_\_

TEACHER EXPERIENCE: \_\_\_\_\_  
Number of Years \_\_\_\_\_  
Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_

SPECIFIC SUBJECT AREAS INDICATE TO CARES EMPLOYER FOR SIGN TO SUBSTITUTE TEACH:

Elementary	High School	College
English	Mathematics	Science
History	Physical Education	Art
Music	Foreign Languages	Other

SCHOOL REFERENCES (if any): \_\_\_\_\_  
SPECIAL CIRCUMSTANCES (availability): \_\_\_\_\_

\*\*\*\*\*



# PROCEDURES FOR REPORTING ABSENCE BY REGULAR TEACHERS

E 3  
X

BELLEVUE PUBLIC SCHOOLS (Bellevue, Washington)  
Size Category: MEDIUM

(front)

(back)

PLEASE KEEP NEAR YOUR TELEPHONE

REPORT OF TEACHER ABSENCE

Procedure for Calling Automatic Answering  
Service

Dial the following number:

455-6105 (from 3:00 p.m.  
to 8:00 a.m.)

Report only those items listed below:

1. NAME
2. SCHOOL
3. SUBJECT OR GRADE LEVEL
4. HOUR CLASSES START
5. DAY AND DATE OF ABSENCE (A.M. ONLY;  
P.M. ONLY; OR ALL DAY)
6. REASON FOR ABSENCE: PERSONAL ILLNESS  
BEREAVEMENT (state  
which member of  
family), OR OTHER  
CAUSES
7. WAS (WAS NOT) ABSENT THE PREVIOUS  
WORKING DAY

NOTE: If a busy signal is heard, the recording equipment may be in service on someone else's call. In this case you should wait a few moments and call again.

NOTE: Follow the sample procedure on the reverse side.

NOTE: Substitute calls between 8:00 a.m. and 4:30 p.m. should be placed on 455-6105.

SAMPLE CALL

DIAL: 455-6105 (from 3:00 p.m. to 8:00 a.m.)

Speak distinctly. After the recorded voice has stopped, wait for the tone and then begin talking.

RECORDER

"This is the Substitute Office. Your call is being recorded mechanically. Please give your name, subject or grade level, hour classes start, day and date of absence and whether you will be absent in the A.M., P.M., or all day, and the reason for your absence. Also please indicate if you were absent the previous working day. Begin talking immediately after you hear the signal tone. Thank you."

(TONE)

TEACHER

1. JOHN DOE
2. SAMMAMISH HIGH SCHOOL
3. SCIENCE, GENERAL AND BIOLOGY
4. 8:00 A.M.
5. WEDNESDAY, DECEMBER 16, ALL DAY
6. PERSONAL ILLNESS
7. WAS (WAS NOT) ABSENT THE PREVIOUS  
WORKING DAY

BELLEVUE PUBLIC SCHOOLS - PERSONNEL  
DEPARTMENT

E  
X 4

HAZLEWOOD SCHOOL DISTRICT (Florissant, Missouri)  
Size Category: MEDIUM

SUBSTITUTE TEACHER CALL CENTER

The Substitute Teacher Call Center will be in operation seven days a week and 24 hours a day. The teachers who find it necessary to be absent from their regular assignments are requested to notify the call center the day previous to their absence if possible. If you are unable to call before 5:15 A.M. of the day of your absence, we encourage you to comply with the following schedule of reporting your absence so that we will have sufficient time to arrange for a substitute.

5:15 A.M. to 6:15 A.M.....Schools starting at 7:45 A.M.  
6:15 A.M. to 7:15 A.M.....Schools starting at 8:30 A.M.  
6:15 A.M. to 7:30 A.M.....Schools starting at 9:00 A.M.

USE PHONE NUMBER 921-3530

The Call Center Telephone number should be kept confidential. When you use this service the following will be heard when the call is made: "This is Ms. \_\_\_\_\_, your Substitute Teacher Call Center secretary. Your call is being answered electronically. Please respond in the following manner:

- 1) SCHOOL'S NAME
- 2) GRADE OR SUBJECT TAUGHT
- 3) STARTING TIME OF YOUR SCHOOL
- 4) YOUR FIRST AND LAST NAME (PLEASE SPELL YOUR LAST NAME)
- 5) THE DATES OF THE DAYS YOU WILL BE ABSENT
- 6) INDICATE WHETHER THIS ABSENCE IS SICK LEAVE, PERSONAL LEAVE, OR EDUCATIONAL CONFERENCE LEAVE. (Supervisors will report all other types of absence where a substitute is required.)

If you were absent the previous day, please include this in your message. Begin talking after the tone signal. Please speak slowly and clearly. You may begin now." If your length of absence is indefinite then it is your responsibility to notify the Substitute Teacher Call Center at least one day prior to your return. All teachers (including department chairmen, instructional specialists, counselors, librarians, reading specialists) must notify the Substitute Teacher Call Center.

IT IS IMPERATIVE THAT ALL OF THE ABOVE INFORMATION BE GIVEN. IF, FOR ANY REASON THE CALL CENTER IS NOT OPERATING THE TELEPHONE WILL BE ANSWERED MANUALLY FROM 5:30 A.M. TO 2:30 P.M. ON ALL SCHOOL DAYS.

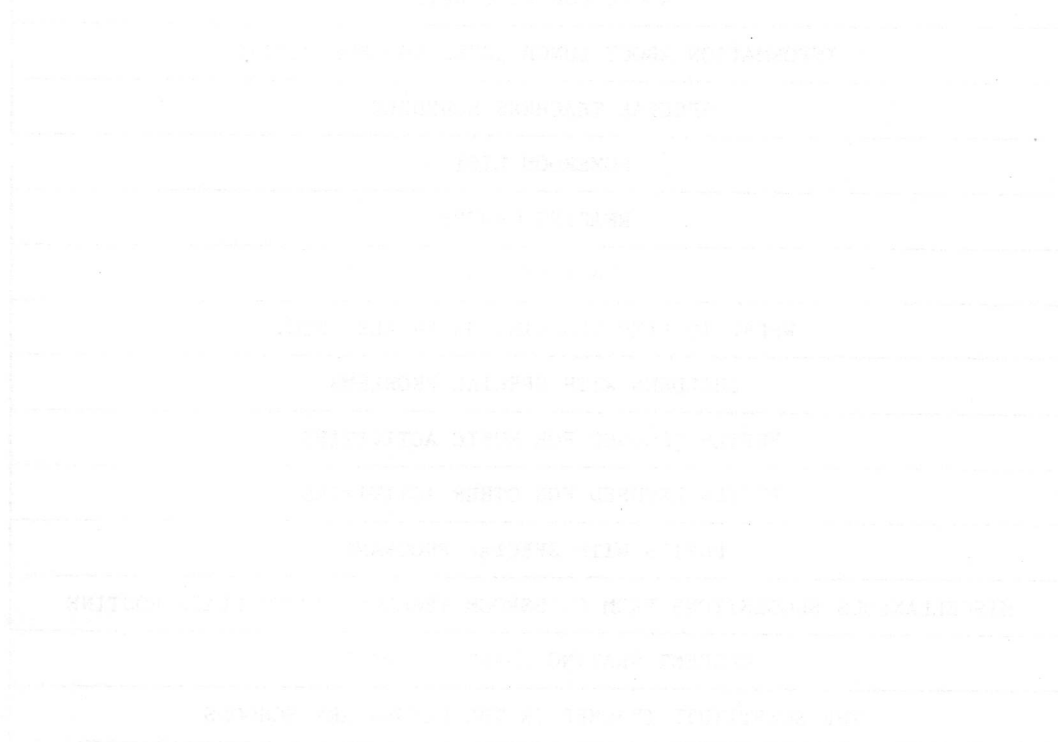
Only the Personnel Office through the Substitute Teacher Call Center may contact and authorize a substitute teacher to report for an assignment.

## HANDBOOK MATERIALS

The following represent a composite table of contents found in the substitute teacher handbooks received by ERS. Not all school systems include every section in their handbooks, but most incorporate many of these features:

- |  |  |
|--|--|
| • introduction   | • suggestions for classroom management |
| • general information                                  | • payroll schedule and procedures      |
| • application procedures                               | • schedule of school starting times    |
| • assignment procedures                                | • names and phone numbers of schools   |
| • reporting procedures                                 | • directions to schools                |
| • school's responsibilities to the substitute          | • map of district                      |
| • substitute's responsibilities to school and children | • services available to substitutes    |
| • professional rules and guidelines                    | • sample forms                         |
| • building regulations                                 | • calendar                             |

Some examples from these handbooks follow.





## DISTINCTIVE FORMATS

E 5  
XNEWFANE CENTRAL SCHOOLS (Newfane, New York)  
Size Category: SMALL

(Substitutes in the Newfane elementary schools are presented with a booklet designed to provide easy access to 14 different topics of importance. Each page is one-half inch longer than the one above it, arranged so that the title of each topic is located at the bottom. To obtain information in one area, the substitute needs only to lift the flap at the bottom of the appropriate page. The booklet is printed in four colors.)

NEWFANE CENTRAL SCHOOLS	
IMPORTANT INFORMATION FOR SUBSTITUTES	
ELEMENTARY SCHOOLS	
ROOM _____	REGULAR TEACHER _____
ROUTE FOR FIRE DRILL	
INFORMATION ABOUT LUNCH HOURS AND BUS DUTIES	
SPECIAL TEACHERS SCHEDULE	
HOMEROOM LIST	
READING GROUPS	
MATH GROUPS	
WHERE TO FIND TEACHING MATERIALS, ETC.	
CHILDREN WITH SPECIAL PROBLEMS	
PUPILS EXCUSED FOR MUSIC ACTIVITIES	
PUPILS EXCUSED FOR OTHER ACTIVITIES	
PUPILS WITH SPECIAL PROGRAMS	
MISCELLANEOUS SUGGESTIONS FROM CLASSROOM TEACHERS ABOUT CLASS ROUTINE	
CURRENT SEATING CHART OR CHARTS	
THE SUBSTITUTE TEACHER IN THE ELEMENTARY SCHOOLS	

(lift flaps for information)

E  
X 6LIMA CITY SCHOOLS (Lima, Ohio)  
Size Category: SMALL

(The Lima City Schools provides its substitute teachers with a folder containing 24 general instructions printed on the front side and 11 helpful suggestions on the back. When the folder is opened, the inside contains two pockets for holding necessary instructions and information from the absent teacher. Printed on the left pocket are 11 general instructions to the classroom teacher; on the right pocket are seven general instructions to the building principal.)

(front)

## INSTRUCTIONS TO THE SUBSTITUTE

## A MESSAGE TO THE SUBSTITUTE TEACHER:

We are pleased to have your professional services. It is our hope that you will find considerable pleasure and satisfaction in your work in our school.

Substitute teaching is generally a challenging, difficult assignment. If you should encounter problems, do not hesitate to call upon members of the regular staff to help you.

## GENERAL INSTRUCTIONS TO THE SUBSTITUTE TEACHER:

1. Report to the school office 20 minutes prior to the beginning of school; secure necessary keys and assignments.
2. Make certain that the school secretary records your name for the payroll.
3. Check teacher's mailbox for notices that require immediate attention....
24. Check with the principal or the secretary at the close of the school day to see if your teaching services are needed the following day.

(back)

## SUGGESTIONS TO THE SUBSTITUTE

1. Face the class with quiet confidence; never approach uncertain, frustrated, or frightened.
2. Tell the class your name and write it on the board.
3. Learn the children's names as quickly as possible....
11. Meaningful learning is improved in light of defined results. All learners both in and out of school rarely learn anything at all without at least wondering from time to time how well he is doing, what he is getting out of it, and perhaps considering how to do it better. Evaluation is inseparable from learning.

## LIMA CITY SCHOOLS (Continued)

<p>GENERAL INSTRUCTIONS TO CLASSROOM TEACHER</p> <ol style="list-style-type: none"> <li>1. Give notice of absence to the principal in advance if possible.</li> <li>2. Leave up-to-date lesson plans or outlines....</li> <li>11. Refrain from criticizing the substitute or his work with the students or other school personnel present.</li> </ol> <p>THIS FOLDER SHOULD BE READILY ACCESSIBLE (ON TEACHER'S DESK OR IN TOP DRAWER)</p>	<p>GENERAL INSTRUCTIONS TO BUILDING PRINCIPAL</p> <ol style="list-style-type: none"> <li>1. Take the substitute to the classroom and introduce her to the pupils and to the neighboring teachers.</li> <li>2. Acquaint the substitute with the location of the teacher's room, cafeteria, and other facilities....</li> <li>7. Feel free to make an evaluation of the substitute teacher. New substitutes to your building should be observed at least two times before a written evaluation is made. Please send the evaluations to the personnel office.</li> </ol>

(inside)

## PROCEDURE UPON REPORTING TO SCHOOL

**E 7**  
**X**

MT. DIABLO UNIFIED SCHOOL DISTRICT (Concord, California)  
 Size Category: LARGE

1. Report thirty minutes before class time whenever you have received your assignment in sufficient time. You are required to remain on campus for fifteen minutes after school.
2. Go immediately to the office for instructions and room assignment. Discuss any problems with the principal or responsible administrator. Pick up room key, if available. Check the teacher's box for notices, plans, notes, etc.
3. A plan of the school plant is available in the principal's office.
4. Remember that you set the tone for the day. Class control is very important. Children follow your lead. The first ten minutes in a room can set the stage properly or ruin your chance of success.



## MT. DIABLO UNIFIED SCHOOL DISTRICT (Continued)

5. A seating chart is helpful in learning to know your children and to call them by name. Look for a seating chart and lesson outlines in the main drawer of the teacher's desk or in the teacher's box.
6. Report to the office before leaving the school. The principal may have further instructions for you. Ask him to sign your time sheet. Return the room key.
7. Principals will appreciate your letting them know of any special problems you encountered during your assignment.

## INFORMATION ON INDIVIDUAL SCHOOLS

**E**  
**X 8**

 CHESAPEAKE PUBLIC SCHOOLS (Chesapeake, Virginia)  
 Size Category: LARGE

(The Chesapeake Public Schools' handbook includes a questionnaire on policies affecting substitute teachers for each school in the system. One example is reproduced below.)

## QUESTIONNAIRE

School \_\_\_\_\_ Principal \_\_\_\_\_

 Assistant  
 Principals \_\_\_\_\_

1. The person in charge of contacting substitutes for your school is \_\_\_\_\_  
     Principal \_\_\_\_\_
2. To whom does a substitute report, if he or she cannot make it? \_\_\_\_\_  
     Mrs. -----, Clerk
3. What times should substitutes avail themselves for your calls? \_\_\_\_\_  
     7:00 a.m.
4. Upon arriving at your school, to whom should the substitute report? \_\_\_\_\_  
     Mrs. -----, Clerk
5. What time would you like the substitute to report to your school? \_\_\_\_\_  
     8:15 a.m.
6. Should the substitute sign-in? Yes  
     If yes, where? \_\_\_\_\_ in the main office
7. Where should the substitute obtain the absentee teacher's lesson plans, bell schedule, current roll, seating chart, bus loading procedures, lunch schedules, homeroom duties, passes, etc. (substitute folder)? \_\_\_\_\_  
     from the secretary
8. Where should these plans be returned? principal

## CHESAPEAKE PUBLIC SCHOOLS (continued)

9. Do you recommend that a substitute write a note to the absentee teacher?  
YES
10. Should the substitute stop in to see anyone before leaving for the day?  
YES If so, whom? Principal or secretary
11. Who is available to assist the substitute with disciplinary difficulty?  
Principal and Assistant Principal Where may disciplinary procedures for your school be found? Teacher's Handbook and Student Handbook
12. If the substitute is to have keys, from whom may these keys be obtained?  
secretary To whom are they returned? secretary
13. Which administrator or person is contacted in cases of medical emergencies? Principal or Assistant Principal
14. Who is responsible to explain school procedures and policies to substitutes? Special pre-school conference with subs. When and where is this usually done? In the Principal's office about a week before school begins.
15. Where are passes kept? In teacher's top desk drawer.
16. What is your secretary's name? Mrs. -----
17. Substitutes may leave your school at 3:30 p.m. (time).
18. From whom may audio-visual equipment in your school be obtained? Mrs. ----- Where is this person located? Library
19. Briefly describe your absentee and tardy procedure. (Please specify location of forms, reporting procedures, and places.) Morning roll is taken. All absences or tardies are listed on a special form provided by the office and picked up by the office helper. Absentee list is then typed by the office and distributed during 2nd period. All substitute teachers are oriented towards such procedures at special pre-school conference. Where can more detailed information about your procedures be found in the school? In the office and in teacher handbook.
20. Where can detailed information regarding your evaluation procedures be found? In teacher's handbook and student handbook.
21. Where can your instructions for civil defense drills be found? In teacher's handbook and student handbook.

## LIST OF SPECIAL INFORMATION

E  
X 9BELLEVUE PUBLIC SCHOOLS (Bellevue, Nebraska)  
Size Category: MEDIUM

## SPECIAL INFORMATION

FIRE DRILL DIRECTIONS (Exit, stopping area, etc.)

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CHILDREN WITH SPECIAL NEEDS (Physical, Emotional, Medical)

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## CHILDREN WITH SPECIAL SCHEDULES

SPEECH

Name	Day	Time

RESOURCE

Name	Day	Time

READING

Name	Day	Time

MATH

Name	Day	Time

INSTRUMENTAL MUSIC (GRADES 5 & 6)

Name	Day	Time

OTHER

Name	Day	Time



## SUBSTITUTE TEACHERS' RESPONSIBILITIES

**E 10**  
**X**HUBBARD EXEMPTED VILLAGE SCHOOL DISTRICT (Hubbard, Ohio)  
Size Category: SMALLWHAT THE SCHOOL EXPECTS OF THE SUBSTITUTE

1. Reporting to the principal first, upon arrival at the building.
2. Keeping the atmosphere of the room pleasant and conducive to good work habits and maintaining good discipline.
3. Performing the regular duties of the teacher in maintaining good housekeeping, care of plants, animals, etc.
4. Organizing playground activities.
5. Notifying the principal immediately, should an accident or severe problem occur.
6. Being responsible for every child in the room during a fire drill or defense drill.
7. Remaining at the school until it is officially closed.
8. Attending faculty and P.T.A. meetings if on a long-term service (more than 60 days).
9. Conferring with the principal and/or regular teacher when advisable.
10. Assuming the duties of the regular teacher which may include:
  - A. Bus duty.
  - B. Lunch period supervision.
  - C. Collection of monies.
  - D. Playground supervision before and after school, at recesses and at noon hour.
  - E. Extra-curricular activities.
  - F. Correction of pupils' papers and other work including workbooks.
  - G. Securing supplies and preventing their waste.
11. Keeping the attendance record in the Register in pencil.
12. Planning the classes so that the progress and growth of the children will continue in a normal way.
13. Studying the "Handbook of Teachers," curriculum guides, and textbook materials in order to be as familiar as possible with the entire program.
14. Being professional and ethical in the kind of comments made outside of school and to parents who come to school.

WHAT THE SCHOOL DOES NOT EXPECT OF THE SUBSTITUTE

1. Introducing new major units of work, unless approved by the principal and/or supervisor.
2. Administering or correcting standardized tests, unless on long-term substituting.
3. Reporting pupil progress (report cards and formal parent conferences) unless directed by the principal.
4. Divulging confidential information from school records.

WHAT THE SUBSTITUTE MAY EXPECT OF THE SCHOOLA. THE PRINCIPAL

1. Notifying you promptly.
2. Providing you with schedules of building routines and regulations.
3. Informing you of special assignments.
4. Helping you become acquainted with the staff and pupils.
5. Preparing the pupils for your coming.
6. Supporting you in discipline and other problems.
7. Bringing to your attention any special situations that exist.
8. Expressing appreciation for your cooperation and achievements.

## HUBBARD EXEMPTED VILLAGE SCHOOL DISTRICT (Continued)

B. THE REGULAR TEACHER

Having in the desk drawer or on the teacher's desk the following materials:

- a. Register
- b. Planbook with daily plans made out for several days in advance.
- c. Weekly time schedule of classes.
- d. List of pupils' names and/or seating chart.
- e. List of pupils in various reading groups, indicating present reading levels.
- f. Record of pupils having free or partial payment for hot lunches.
- g. List of supervisory responsibilities.
- h. Fire drill plans.
- i. In elementary school, a list of pupils according to bus number.

C. THE CHILDREN

1. Being reticent at first, and sometimes shy, with a new teacher.
2. Attempting to "try you out" the first day to see what you will allow.
3. Cooperating with you and being helpful, with a few trying to dominate or show off.
4. Adjusting to the new situation within a short period of time.
5. Rendering you the respect that you command.
6. Producing high standards of work under your direction.

## CLASSROOM ACTIVITIES

**E 11**  
**X**

ST. LOUIS PUBLIC SCHOOLS (St. Louis, Missouri)  
Size Category: LARGE

The suggestions for classroom activities listed below may be useful to the substitute on daily call. The ideas presented may require modification for use with different groups. Pacing, the length of a lesson, and its suitability for a particular group will greatly influence the successful implementation of any activity.

## LANGUAGE ARTS

Word Categories. Provide word categories on the chalkboard. List words under each heading.  
Examples: color, size, smell, taste, feel, hear.

<u>"Color" Words</u>	<u>"Feeling" Words</u>	<u>"Size" Words</u>
bright	happy	tiny
dark	sad	huge
dim	afraid	thin
golden	quiet	long

What Am I? Give five "word clues" that will help identify an object.

Example: round, red, delicious, ripe, tart (apple). Reverse this procedure by providing a list of objects to be described.

Object Classification. Classify objects by making a chart of pictures illustrating fruits, vegetables, furniture, animals, toys, numbers, colors, opposites, etc. Have the children name and tell about them.

Storytime. Read stories and have children retell them.

## ST. LOUIS PUBLIC SCHOOLS (Continued)

Word Pictures. Encourage children to describe objects, each other, clothes, an animal, etc.

"Positions." Have children put an object in, on, under, beside, below, above, and behind a box that has been drawn on the chalkboard.

Word Substitution. Furnish synonyms, antonyms, homonyms, or variant meanings for a list of words.

Board Stories. Write short sentences or stories on the chalkboard for children to read, or write a group experience story as children dictate sentences.

Vowel Substitution. Write on the chalkboard such words as: hot, bag, ham, top. Have pupils copy the words on a sheet of paper and list underneath each word as many new words as they can by substituting vowels.

Expanding Contractions. Write a list of contractions on the chalkboard: don't, that's, they'll, he'd, I've, you're. Have pupils write the two words that each contraction represents.

Open-End Stories. Pupils write stories or descriptions based upon a story setting provided on the chalkboard. Example: One morning Pete was riding his bicycle over a path on the river bank. He suddenly screeched to a stop and stared ahead for he saw something crossing the path in the distance. What did he see? Describe what he saw. Explain what he thought as he watched it. Describe his feelings.

Details. Display a large picture for pupils to examine closely for two minutes. Remove the picture and ask questions that will determine the details observed and the accuracy of pupils' observations.

Determining Standards for Behavior. Display and discuss a large picture that illustrates safety, grooming, communication, friendship, etc. Pupils provide appropriate standards for behavior, give reasons and cite examples.

Projecting Personalities. Display a picture of two people. Explain that one of the characters is considered by his neighbor to be good, and the other is considered by the same neighbor to be bad. Pupils write descriptions of the characters and explain why each is thought to be good or bad.

What If. Pupils write imagined effects resulting from outlandish causes.

What if...you grew to be ten feet tall.

...you could read other peoples' minds.

...everyone looked and dressed alike.

Name the Presidents. Provide a list of the initials of the succession of U.S. presidents. Pupils identify by name. The World Almanac, Book of Facts, or an encyclopedia may be used.

G.W.	J.M.	W.H.	M.F.	A.J.	C.A.	W.M.	W.H.	H.T.	R.N.
J.A.	J.A.	J.T.	F.P.	U.G.	G.C.	T.R.	C.C.	D.E.	G.F.
T.J.	A.J.	J.P.	J.B.	R.H.	B.H.	W.T.	H.H.	J.K.	J.C.
J.M.	M.V.	Z.T.	A.L.	J.G.	G.C.	W.W.	F.R.	L.J.	

Scrambled Words. Place a number of scrambled words which are related to a topic or contained in a category on the chalkboard. Pupils write the correct spelling of each word. Dictionaries may be used to check the spellings.

Words in Context. Provide sentences which contain blanks for key words which are to be filled in by the pupils. The first letter of each missing word may be provided.

Example: The e \_\_\_\_\_ bird gets the w \_\_\_\_\_.



## ANNOTATED BIBLIOGRAPHY ON SUBSTITUTE TEACHING

# E 12

ST. LOUIS PUBLIC SCHOOLS (St. Louis, Missouri)  
Size Category: LARGE

"Checklist for Substitutes," Beyerlein, *Grade Teacher*, 89, December '71, pp. 48-49.

Ms. Beyerlein recommends ideas, materials, and techniques for use in substitute teacher assignments.

"The Day of the Substitute," Totten, *Today's Education*, N.E.A. Journal, January '69, pp. 24-25.

Mr. Totten suggests six specific activities for the regular classroom teacher to prepare for the day when his class will be taught by a substitute teacher.

"Especially for Substitute Teachers," Seddon, *Instructor*, V81, n7, March '72, pp. 23-24.

Ms. Seddon identifies the most valuable talent of a substitute teacher as that of a high AQ - Adaptability Quotient. She provides ideas in the areas of writing, reading, math, art, music, and for indoor games.

Half-Hour Notice, Haskins, Citation Press, N.Y., 1974. (\$4.95)

Contains fifty mini-lessons for high school substitute teachers.

"Memo; Symposium," *Instructor*, V84, August '74, p. 134.

Provides suggestions of specific behaviors for substitutes who wish to change the role expectations for substitutes. Includes suggestions for principals and teachers who are interested in helping the day-to-day substitute teacher.

"The Role of the Substitute Teacher," Grieder, *Education*, V92, n4, April-May '72, p. 98.

Mr. Grieder discusses three modes of thought with regard to the roles of the substitute teacher, i.e., one in charge of continuing the learning process; one expected to "baby-sit" with emphasis on discipline and continuity; one who utilizes his field of specialization in an interdisciplinary approach. Grieder recommends and lists advantages of the third approach, provides examples, and suggests classroom activities appropriate for its implementation.

A Sourcebook for Substitutes and Other Teachers, Freedman and Perl, Addison-Wesley, Reading, Mass., 1974. (\$6.15)

A resource book of games, activities, and discoveries for use by substitute teachers of grades 5-12.

"Substitute Portfolio," *Instructor*, V83, October '73, pp. 100-103.

E. Swidler provides suggestions for the substitute teacher's interview with the personnel director.

## ST. LOUIS PUBLIC SCHOOLS (Continued)

- A. Davis offers twenty techniques for making the substitute's day proceed more smoothly.
- D. Wolff offers behavior modification techniques effective in establishing a good learning climate.
- S. Niensted gives suggestions as to how substitute teachers can shape personal interactions in the classroom.

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"Substitute's Survival Kit," Harwood, *Instructor*, V80, November '70, pp. 16-17.

Mrs. Harwood explains how a well stocked survival kit can come to the rescue of a substitute teacher who finds no regular teacher's plan or directions upon arrival at her assignment. She provides suggestions for classroom activities and teaching materials.

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Substitute Teacher's Handbook, Activities for Kindergarten Through Grade Six, Redwine, Fearon Pub., Belmont, Calif., 1970. (\$1.50)

Games and activities developed to meet the special needs of substitute teachers.

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"Survival Guide for Substitutes," Lester, *Saturday Review, Education*, April '73, p. 51.

A former substitute offers creative teaching techniques for use with teenagers in the subject areas of math, social studies, and English.

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Survival Kit for Substitutes. Pavlish and Rosenast, Citation Press, N.Y., 1974. (\$3.65)

A sourcebook of ideas and activities for substitute teachers of elementary grades.

## HINTS FOR SUCCESSFUL CLASSROOM MANAGEMENT

# E 13

## X

SALEM PUBLIC SCHOOLS (Salem, Oregon)  
Size Category: MEDIUM

1. Start the day out quickly, firmly, concisely. Be pleasant. Appear confident. Let the students know "anything doesn't go." The substitute's first words and actions usually go a long way to set the day's discipline. You must command respect with your actions.
2. Get the students busy at beginning of day. Keep them busy!
3. Problems might be eliminated if questions are phrased so only one student will answer or so children will raise hands. For example:
  - a) "Raise your hand if you can tell me where the attendance folder is."
  - b) "Raise your hand if you know the names of absent children."
  - c) "John, where is the handwriting paper?"
4. Students are likely to say: "This is not the way our teacher does it." Tell them at the beginning, "Don't worry if I don't do things exactly the way your teacher does. There is usually more than one good way, and a change can be fun for you." However, children often feel more secure when they follow an established routine, so try to hold to the time schedule and other "anchor" routines.

## SALEM PUBLIC SCHOOLS (Continued)

5. Compliment things in the room (if applicable) and inquire about the things around the room.
6. Put things on their level. Involve the students.
7. In the primary grades. . .
  - a) Give pupils exercises (finger plays, active songs, follow actions of leader up front) to allow a break time.
  - b) Games like "spell downs" allow breaks in routines and children learn in spite of themselves.
  - c) Teach a favorite good morning song.
8. With any group. . .
  - a) Do smile.
  - b) Be friendly.
  - c) Show enthusiasm.
9. Know their names! Pick out the "troublemakers" and have them help you--even the smallest task can put them on your side.
10. Remain calm and relaxed. Don't lose your "cool."
11. Maintain established routines as much as possible.
12. Be positive. Try and see that every student has some success or praise each day. Just a pleasant word or an appreciative smile works wonders.
13. Keep students as busy as possible!
14. Firmness is important. Children need to know that you *can* command the situation and *will*.
15. Solve problems "on the spot." Don't degrade the student in front of the others, but do handle situations when they occur.
16. Deal with the individual student, not the group, when corrections are necessary. Be sure to have all the facts. Listen to both sides of the story. Focus attention on the problem. Give the child the benefit of the doubt.
17. Be firm. But, rather than issuing an ultimatum, give the student a choice (e.g., meeting the needs of the classroom for that day, or not taking part in the classroom activities by moving his desk to the back of the room). Give the child only one chance, and if he has made the wrong choice, and cannot follow instructions, then follow through.
18. If you do send a student to the office, go with him or her if at all possible. Otherwise, send a detailed note, or call the office on the intercom.
19. If you anticipate problems, let the principal know in advance.
20. Suggestions for presenting verbal instructions: start with highest one on this list and go down the list until you obtain your desired result. Many teachers get needless rebellion by using the bottom one right off the bat.



## SALEM PUBLIC SCHOOLS (Continued)

Danger Line, guaranteed to incite rebellion below the line!	Structuring so that desired behavior is obvious
	Hinting
	Suggesting
	Giving advice on what you think the student should do
	-----
	Commanding or demanding
	Commanding paired automatically with a threat
	Physical force
	Physical punishment

# E X 14

PORTLAND PUBLIC SCHOOLS (Portland, Oregon)  
Size Category: LARGE

Here are some suggestions to help you and the students enjoy your substitute teaching experience:

1. Discipline is based on *mutual understanding*, through honest, open communication.
2. Problems do not usually develop if the content of instruction is worthwhile and is presented in an interesting manner.
3. The initial impact of the substitute teacher is the key factor in successful classroom management. Self-confidence, self-knowledge, resilience, initiative, and resourcefulness are some necessary prerequisites.
4. As a substitute you can help set the stage for a successful experience by being prompt, neat, patient, honest, flexible, enthusiastic, and accepting.
5. If there is time before the class arrives, review the day's schedule and become familiar with related activities.

When the class arrives, introduce yourself and write your name on the board.

Try to call the students by their names. This tends to prevent problems. To help you remember the students' names, make a seating chart or use name tags.

6. If discipline problems arise which you are unable to manage, the principal or his or her designee should be contacted immediately for assistance.
7. In any situation, no matter how well-managed, emergencies will arise. Accidents, illnesses, the administering of medications, and other emergencies must be referred to the principal or his/her designee.
8. Good communication between you and the regular teacher is essential to the students' continuity of learning. You should provide the regular teacher with a summary of each day's accomplishments. You can do this either by writing a summary or calling the teacher.

## END-OF-DAY RESPONSIBILITIES

**E 15**  
**X**SCHOOL DISTRICT OF THE CITY OF SAGINAW (Saginaw, Michigan)  
Size Category: MEDIUM

Remember, substitute teachers are expected to be on duty for the same amount of time as the regular teachers in that school. Use the time following the dismissal of students to:

1. Plan lessons for the next day.
2. Correct work students have turned in.
3. Leave a brief summary of things you have accomplished. Include any information of a special nature which the regular teacher should know about. Indicate any materials or activities used that are not included in the regular teacher's plan.
4. Windows should be closed, desk and room locked, and keys returned to the office.
5. Check in the office to determine if any information is available regarding the need for your services the next day.

## SCHOOL SCHEDULES

**E 16**  
**X**INDEPENDENT SCHOOL DISTRICT NO. 279 (Osseo, Minnesota)  
Size Category: MEDIUM

The school starting and dismissal times for the 1976-77 school year are as follows:

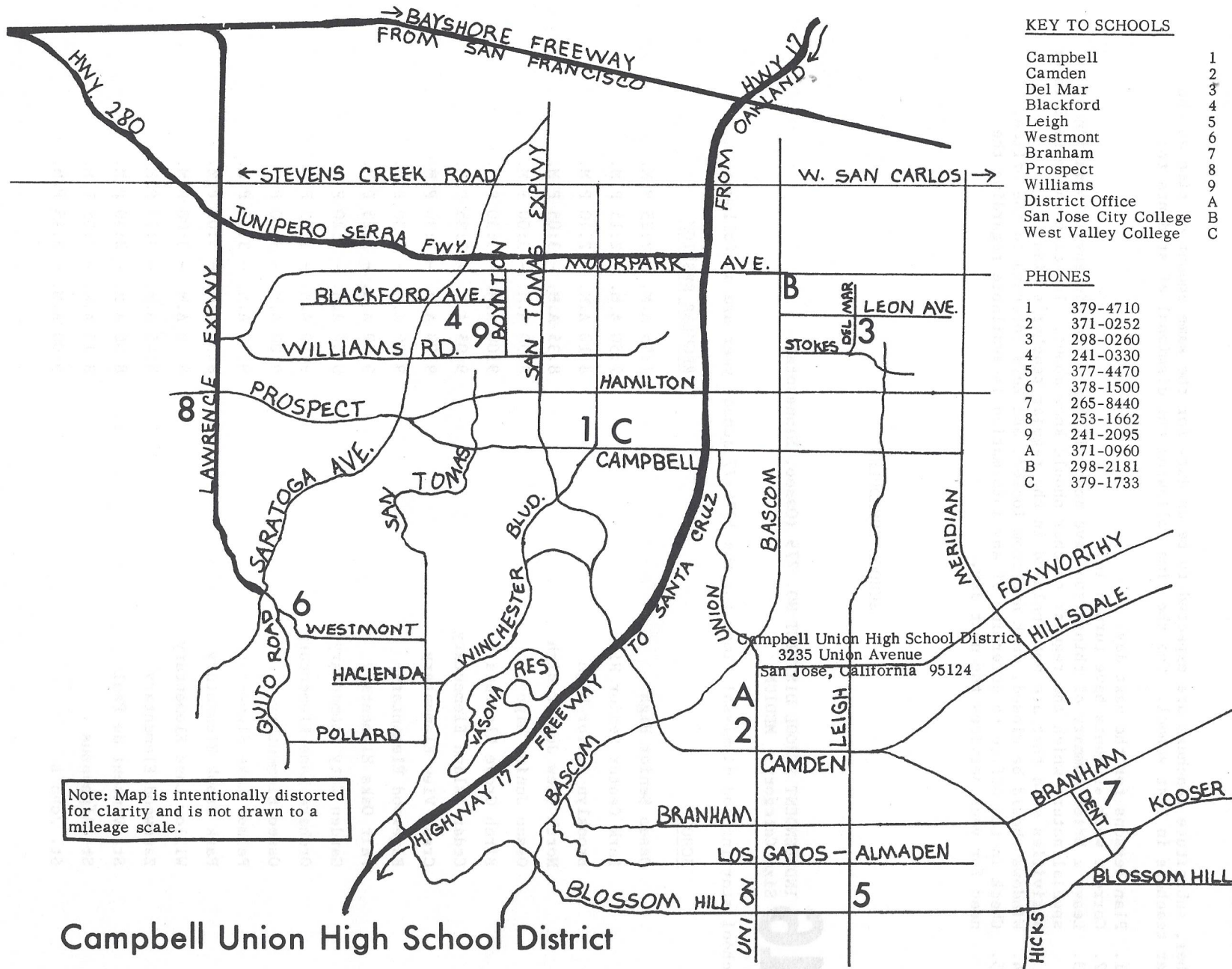
<u>SCHOOL</u>	<u>REGULAR SESSION</u>
Osseo Senior High	7:55 A.M. - 2:25 P.M.
Park Center Senior High	7:50 A.M. - 2:15 P.M.
Brooklyn Junior High	8:10 A.M. - 2:40 P.M.
North View Junior High	8:35 A.M. - 3:05 P.M.
Osseo Junior High	8:30 A.M. - 3:00 P.M.
Birch Grove Elementary	9:00 A.M. - 3:30 P.M.
Cedar Island Elementary	9:05 A.M. - 3:35 P.M.
Crest View Elementary	9:00 A.M. - 3:30 P.M.
Edgewood Elementary	9:00 A.M. - 3:30 P.M.
Fair Oaks Elementary	9:00 A.M. - 3:25 P.M.
Garden City Elementary	8:50 A.M. - 3:20 P.M.
Orchard Lane Elementary	9:10 A.M. - 3:35 P.M.
Osseo Elementary	9:00 A.M. - 3:30 P.M.
Palmer Lake Elementary	9:05 A.M. - 3:35 P.M.
Park Brook Elementary	8:30 A.M. - 3:00 P.M.
Willow Lane Elementary	8:30 A.M. - 3:00 P.M.
Zanewood Elementary	8:45 A.M. - 3:15 P.M.
St. Vincent de Paul	8:00 A.M. - 2:30 P.M.
St. Alphonsus	8:15 A.M. - 2:35 P.M.
St. John's	9:00 A.M. - 3:45 P.M.

**E 17**CAMPBELL UNION HIGH SCHOOL DISTRICT (San Jose, California)  
Size Category: MEDIUM1  
2  
3  
4  
5  
6  
7  
8  
9  
A  
B  
CKEY TO SCHOOLS

Campbell  
Camden  
Del Mar  
Blackford  
Leigh  
Westmont  
Branham  
Prospect  
Williams  
District Office  
San Jose City College  
West Valley College

PHONES

1	379-4710
2	371-0252
3	298-0260
4	241-0330
5	377-4470
6	378-1500
7	265-8440
8	253-1662
9	241-2095
A	371-0960
B	298-2181
C	379-1733



Campbell Union High School District



## DIRECTIONS FOR REACHING SCHOOLS

**E 18**  
**X**

BOSTON PUBLIC SCHOOLS (Boston, Massachusetts)  
Size Category: LARGE

(This directory is contained in a separate publication from the handbook, but is distributed to substitute teachers in the system.)

**ARLINGTON STREET ANNEX**

100 Arlington St. at Park Square

From Park Street

Any car in subway going to Arlington Station. Walk down Arlington Street toward Tremont Street.

From Egleston

Boylston-Tremont bus. Get off at Arlington Street.

**BOSTON HIGH SCHOOL**

332 Newbury Street, Boston.

From Park Street

Any car to Copley.

**BOSTON LATIN SCHOOL**

78 Avenue Louis Pasteur, Boston  
(near Harvard Medical School)

From Kenmore

Cypress-Chestnut Hill bus to Longwood Ave. Turn left. Walk down Longwood Ave. to Avenue Louis Pasteur.

From Park Street

Arborway or Heath Street car to Longwood Ave. Longwood Avenue to Avenue Louis Pasteur.

From Dudley

Allston bus to Brigham Circle. Walk down Huntington Avenue to Longwood Avenue.

From Forest Hills--Arborway

Park Street car to Longwood Avenue.

**BOSTON LATIN ACADEMY**

380 Talbot Avenue, Dorchester

From Park Street

Rapid transit to Ashmont. Take Dudley-Washington or Dudley-Talbot Avenue bus to Codman Square.

From Dudley

Ashmont-Washington or Ashmont-Talbot Avenue bus to Codman Square.

**BOSTON BUSINESS SCHOOL**

989 Commonwealth Avenue, Boston

From Park Street

Take Boston College car. Get off in front of building.

**BOSTON TECHNICAL HIGH SCHOOL**

205 Townsend Street, Dorchester

From Dudley

Humboldt Avenue or Ashmont-Washington Street bus to Townsend Street.

From Ashmont

Dudley-Talbot Avenue bus or Dudley-Washington Street bus to Townsend Street.

**BOSTON TRADE HIGH SCHOOL**

550 Parker Street, Roxbury

From Park Street

Arborway-Jamaica Plain or Heath Street car to Ruggles Street. Walk along Ruggles Street to Parker Street.

From Dudley

Allston bus to corner of Parker and Tremont Streets. (Right turn off Tremont Street)

**BRIGHTON HIGH SCHOOL**

Junction of Cambridge and Warren Streets, on Warren Street, Brighton

From Park Street

Subway car to Kenmore Station. Watertown bus or car to Sparhawk and Warren Sts. (St. Elizabeth's Hospital) or Boston College car to Warren Street.

From Dudley

Allston bus to Brighton Avenue. Transfer to Watertown car, to Sparhawk and Warren Streets.

**CHARLESTOWN HIGH SCHOOL**

Monument Square, Charlestown

From Dudley

Elevated train to Thompson Square, Charlestown. Walk up either Green or Cordis Sts. to High Street (the first cross street). Turn right to Monument Square. The school is on the lefthand side of Monument Square.

From Park Street

Rapid transit train to Washington. Take an Everett or Sullivan Square train and follow the directions above....

# E 19

SAN DIEGO UNIFIED SCHOOL DISTRICT (San Diego, California)  
Size Category: LARGE

(This directory is contained in a separate publication from the handbook, but is distributed to substitute teachers in the system.)

## ELEMENTARY SCHOOLS

<u>School</u>	<u>Address and Zip Code</u>	<u>Telephone</u>
ADAMS	4672 35th Street (92116) 35th and Adams	284-1158
ALCOTT	4680 Hidalgo Avenue, Clairemont (92117) two blocks west of Luna and Clairemont Mesa Boulevard	273-3415
ANDERSEN	4431 Mt. Herbert Avenue, Clairemont (92117) five blocks south of Genesee and Mt. Herbert	278-7420
ANGIER	8450 Hurlbut St., Serra Mesa (92123) three blocks south of intersection of Aero Drive and Afton Road. Use Mesa College Drive Exit from 163 and Kearny Villa Rd. Exit from 805 north only.	277-3443
AUDUBON	8111 San Vicente Street, Lomita Village (92114) four blocks west of Cardiff St.	469-6139
BAKER	4041 T Street (92113) 40th and T, three blocks south of Ocean View Blvd. at 40th Street.	264-3139
BALBOA	1844 South 40th Street (92113) four blocks north of Division, on 40th St.	262-2495
BARNARD	2930 Barnard Street (92110) two blocks west and south of intersection of Midway Drive and West Point Loma Blvd.	224-3306
BARTON - FAIRHAVEN	7260 Linda Vista Road (92111) at Genesee and Linda Vista Road	278-2235
BAY PARK	2433 Denver Street (92110) Interstate 5 to Clairemont Drive, 2 blocks east to Denver, 2 blocks south on Denver	276-1471
BAYVIEW TERRACE	2445 Fogg Street (92109) Hwy. 5, exit Grand Ave. west. Right on Culver.	273-5244
BEALE	3390 Armstrong St., Linda Vista (92111) from Linda Vista Rd. Go 2 blocks west on Mesa College Drive, 1 block north on Armstrong.	277-5300

## SAN DIEGO UNIFIED SCHOOL DISTRICT (Continued)

<u>School</u>	<u>Address and Zip Code</u>	<u>Telephone</u>
BENCHLEY	7202 Princess View Drive (92120) Allied Gardens, Waring Road to Princess View Drive	286-9330
BIRD ROCK	5371 La Jolla Hermosa Ave., La Jolla (92037) one block east of La Jolla Blvd. and Colima.	488-0537
BIRNEY	4345 Campus Avenue (92103) one block west of Park Boulevard and Meade.	296-6293



# SAMPLE INDIVIDUAL CONTRACTS AND PROVISIONS FROM COLLECTIVE NEGOTIATION AGREEMENTS

## INDIVIDUAL CONTRACTS

**E**  
**X**

**20**

PERRYSBURG PUBLIC SCHOOLS (Perrysburg, Ohio)  
Size Category: SMALL

### SUBSTITUTE TEACHER CONTRACT

This agreement entered into between \_\_\_\_\_, Teacher, and the Board of Education of the Perrysburg School District, Wood County, Ohio.

The Teacher agrees to substitute teach in the Perrysburg School District during the 19\_\_\_\_-19\_\_\_\_ school year (as set up in the calendar adopted by the Board).

While substitute teaching, the Teacher agrees to abide by and maintain rules and regulations in force as adopted by the Board.

The Board agrees to employ the Teacher subject to all provisions of the law.

The designated representative of the Board shall assign the Teacher, when called, to substitute teach in those subject areas in which he is certified by the State of Ohio Division of Teacher Certification.

In consideration of the services rendered the Board agrees to pay the Teacher \$\_\_\_\_\_ per day, less deductions for Federal, State and Local taxes and State Teachers Retirement contributions (unless membership is waived).

This agreement entered into and appointment approved by the Board at its meeting held at Perrysburg, Ohio, the \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

\_\_\_\_\_  
Substitute Teacher

THE BOARD OF EDUCATION OF  
THE PERRYSBURG SCHOOL DISTRICT

\_\_\_\_\_  
President

\_\_\_\_\_  
Clerk

E  
X 21TUCSON PUBLIC SCHOOLS (Tucson, Arizona)  
Size Category: LARGE

## CONTRACT FOR SUBSTITUTE TEACHERS

THIS CONTRACT dated \_\_\_\_\_

Between \_\_\_\_\_ and

The Board of Education of Tucson High School District No. 1 and the Board of Trustees, Tucson School District No. 1, in the County of Pima, State of Arizona:

WITNESSETH, That the above-named individual, who holds or will hold a legal certificate to teach in the public schools of Arizona during the period of this contract, hereby agrees to teach such grade, grades, or subjects in the public schools as the Board of Education/Board of Trustees may assign during the current school year, and to faithfully perform the duties assigned according to law and the rules legally established for the government and operation of the schools.

In consideration of said services, satisfactorily performed, the said Board of Education/Board of Trustees, on behalf of said school districts, agrees to pay the above-named individual for the term of this contract at the rate of \$25 a day except when the period of service extends to more than 20 days in one position, in which case \$28 a day will be paid to a person who possesses a substitute certificate starting on the twenty-first day, or \$31 a day will be paid to a person who possesses a regular certificate beginning with the twenty-first day. If there is a break in the teaching assignment after the twenty-first day, the pay may revert to \$25 a day.

A substitute who holds a regular teaching certificate employed with the sole responsibility of a teaching assignment at the beginning of the school year, or at the end of the school year, shall be paid \$31 a day, provided the assignment extends to four or more days. Under the same conditions, a teacher holding a substitute certificate shall be paid \$28 a day.

I hereby accept this appointment subject to the provisions listed below.

\_\_\_\_\_  
Employee

Approved at a legally convened meeting of said Boards  
this \_\_\_\_\_ day of \_\_\_\_\_ 19 \_\_\_\_\_.

BOARD OF EDUCATION, TUCSON HIGH SCHOOL DISTRICT NO. 1  
and  
BOARD OF TRUSTEES, TUCSON SCHOOL DISTRICT NO. 1  
Pima County, State of Arizona

\_\_\_\_\_  
Superintendent of Schools

## PROVISIONS FROM COLLECTIVE NEGOTIATION AGREEMENTS

# E 22

DADE COUNTY PUBLIC SCHOOLS (Miami, Florida)  
Size Category: LARGE

(Excerpt from: *Contract Between the Dade County Public Schools and the United Teachers of Dade, FEA/United, AFT, Local 1974, AFL/CIO, September 17, 1975--September 16, 1977. Page 39.*)

## ARTICLE XXVIII

## SUBSTITUTES

## Section 1: Use of Substitutes

- A. When students for whom a teacher has assigned duties to instruct or supervise are in attendance, a substitute teacher shall be utilized whenever the teacher is absent from the work location on approved leave, except when no substitute is available, in emergencies, or where on site personnel have volunteered to cover the absent teacher's duties. In all cases, the principal has the right to provide supervision for students that, in his opinion, best provides for their safety.
- B. Employees in this unit shall not be shifted from their regular duties to cover a full day absence of a teacher except as noted in number one (1) above. Part day absences shall be covered at the direction of the principal, provided however, that every reasonable effort shall be made to utilize substitute teachers in such cases.

## Section 2: Emergency Lesson Plans

Emergency lesson plans for use by substitute teachers shall be prepared in accordance with reasonable procedures established by the principal or supervising administrator.

## Section 3: Permanent Substitutes

When employed for a specific length of time in excess of ten (10) days, a regular (permanent) substitute teacher shall receive the same salary and benefits as a contract teacher for the period of assignment. Said benefits terminate at the expiration of the assignment. Regular substitutes who have rendered satisfactory service may be given consideration for employment as regular teachers, if vacancies exist.

# E 23

WICHITA PUBLIC SCHOOLS (Wichita, Kansas)  
Size Category: LARGE

(Excerpt from: *Teachers Employment Agreement, 1976-1978. Pages 38-39.*)

## ARTICLE XII: SUBSTITUTE ASSIGNMENT

## Section A: Absence of Teacher

Paragraph 1: The Board hereby recognizes that when the regularly assigned teacher cannot meet his/her classes, it is essential to the educational welfare of the students that the vacancy be filled in the most expeditious manner possible.

Paragraph 2: In the absence of a classroom teacher, every reasonable effort shall be made to fill the vacancy with a qualified substitute teacher. Reasonable effort will be made to honor requests for specific substitutes.



## WICHITA PUBLIC SCHOOLS (Continued)

Paragraph 3: The teacher shall have available for the substitute instructional plans, roll of students, seating charts where appropriate, and materials in such condition that the substitute teacher will have direction in his/her work. In the event an absence exceeds three (3) days, the grade book shall be made available to the substitute.

## Section B: Teacher as Substitute Teacher

Paragraph 1: No regularly assigned teacher will be used as a temporary substitute teacher without his/her consent.

Paragraph 2: Secondary: When at the request of the administration a regularly assigned secondary teacher accepts such assignment, he/she will be compensated at 1/5 of his/her daily rate per class period. It is understood that if there is mutual agreement between teachers to exchange classes, with the approval of the principal, no compensation will be required. Compensation on any given day shall not exceed 1/5 of the regular daily rate.

Paragraph 3: Elementary: When at the request of the administration a regularly assigned elementary classroom teacher accepts teaching responsibilities for five or more students not regularly assigned to his/her class as a result of the absence of a teacher, he/she shall be compensated at the rate of \$7.50 per hour or major fraction thereof for such additional responsibilities. Total compensation for such additional responsibilities shall not exceed \$19.00 per day. It is understood that if there is mutual agreement between teachers to exchange classes, with the approval of the principal, no compensation will be required.

Paragraph 4: Wichita Area Vocational-Technical School: When at the request of the administration a regularly assigned WAVTS teacher accepts the full responsibilities for another teacher's assigned classes as a result of the absence of a teacher, he/she shall be compensated at the rate of \$28.00 per day. It is understood that if there is mutual agreement between teachers to exchange classes, with the approval of the principal, no compensation will be required.

## Section C: Remuneration

Paragraph 1: When a teacher substitutes for another teacher, the time will be reported and payment shall be made in accordance with regular payroll procedures.

**E 24** HILLSBORO UNION HIGH SCHOOL DISTRICT 3JT (Hillsboro, Oregon)  
**X** Size Category: SMALL

(Excerpt from: 1976-1978 Contract Between Hillsboro Education Association and Hillsboro Union High School District 3JT. Pages 6-7.)

ARTICLE IIISTAFF ABSENCESA. Inclement Weather

Whenever student attendance is not required because of inclement weather, staff attendance shall not be required and no loss of pay will result. However, if make-up days are scheduled for students, staff will work these days without additional pay so long as total days do not exceed the number stipulated in this agreement.

B. Substitute List

The Board and the Association recognize that, in the event substitute teachers are employed, every effort shall be made to ensure that the effectiveness of the educational program is not impaired. It is agreed, therefore, that the Administration will establish a list of the most qualified substitutes available. Substitutes should be qualified and certified teachers in their area of specialization.

## HILLSBORO UNION HIGH SCHOOL DISTRICT 3JT (Continued)

A list of all substitutes shall be made available to the members through a current up-to-date list posted in each building. A member to be replaced by a substitute should be given an opportunity to recommend a particular substitute even though the responsibility of obtaining a substitute rests with the appropriate supervisor.

Teacher aides or student teachers shall not substitute for absent staff members except for a short time in an emergency.

C. Regular Teacher Substitute

In the event a regular staff member substitutes for an absent member, the regular member shall be compensated at the rate of \$10.00 per period. Such compensation is for each class period or hour of substitution or any fraction thereof, pro-rated, except under emergency or professional courtesy situation.

It is not intended that this will conflict with the Administration's authority to assign supervisory tasks as required, as long as this does not infringe on the member's preparation period.

If a member is assigned to a class for both the supervisory period and preparation periods, the member will be compensated for only one additional period at the \$10.00 rate.

## EVALUATION FORMS

## PRINCIPAL'S EVALUATION

E 25  
XAVONDALE SCHOOL DISTRICT (Auburn Heights, Michigan)  
Size Category: SMALL

## SUBSTITUTE TEACHER EVALUATION

Name of Substitute \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Dates of Substitute Service \_\_\_\_\_

School \_\_\_\_\_ Substituted for \_\_\_\_\_

Would you recommend continuance of substitute employment of the teacher? \_\_\_\_\_

Strong Points: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Weaknesses: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principal \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_



**E**  
**X 26**

 VIRGINIA BEACH CITY PUBLIC SCHOOLS (Virginia Beach, Virginia)  
 Size Category: LARGE

## SUBSTITUTE TEACHER PERSONNEL EVALUATION

INSTRUCTIONS: This evaluation form is to be used, on an optional basis, by the principal or assistant principal for the purposes of:

(1) commending a substitute teacher for his/her performance, or (2) bringing to the attention of the substitute teacher and Personnel Department unsatisfactory performance. The form is to be distributed as indicated below.

School \_\_\_\_\_

Evaluation of \_\_\_\_\_ Date \_\_\_\_\_

This evaluation is made on the basis of:

\_\_\_\_\_ Continued observation

\_\_\_\_\_ Frequent observation

\_\_\_\_\_ Limited observation

PERSONAL	S	U	
A. Demonstrates tact and courtesy in associations with students, parents, faculty, and administrators			
B. Demonstrates dependability by reporting on time to school and classroom and by remaining in school until the designated dismissal hour.			
C. Is well-groomed and dresses appropriately for teaching assignment			
D. Uses discretion in speaking of colleagues, school and students			
E. Exercises good judgment in handling emergencies, interruptions in planned activities and/or extenuating circumstances			
F. Performs duties as assigned by principals and cooperates with administrators, faculty, and parents			
INSTRUCTIONAL	O	S	U
A. Communicates effectively with students			
B. Maintains appropriately disciplined classroom			
C. Is attentive to the physical well-being of students			
D. Encourages proper care and use of materials and equipment			
E. Follows established school and School Board procedures			
F. Displays interest in and concern for students			
G. Follows written lesson plans and instructions given by classroom teacher			
H. Leaves accurate and complete records for the classroom teacher			

(O - Outstanding; S-Satisfactory; U-Unsatisfactory)

Principal's Signature \_\_\_\_\_

E  
X 27

KANAWHA COUNTY PUBLIC SCHOOLS (Charleston, West Virginia)  
Size Category: LARGE

EVALUATION FORM FOR SUBSTITUTE TEACHERS

Teacher \_\_\_\_\_ School \_\_\_\_\_  
Certificate \_\_\_\_\_  
Experience \_\_\_\_\_ Number of days taught in above school  
during year \_\_\_\_\_

Check in Proper Column:	GOOD	AVERAGE	UNSATISFACTORY
INDUSTRY			
COOPERATION			
APPEARANCE			
PERSONALITY			
UNDERSTANDING OF PUPILS			
ENTHUSIASM			
INSTRUCTIONAL SKILL			
EFFICIENCY AS TEACHER			
CLASSROOM MANAGEMENT AND CONTROL			
PROFESSIONAL ETHICS			
PRINCIPAL'S GENERAL RATING			

*The substitute teacher should be rated on a basis comparable to that of rating the regular teacher.*

COMMENTS:

DATE \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

INDUSTRY

The substitute teacher should assume his or her work with industry and efficiency. He or she should not just "keep school" or "mark time."

COOPERATION

The substitute teacher should work amicably with the regular teachers of the building, assume to the best of his/her ability the scheduled duties of the regular teacher and seek the assistance of the principal and faculty members of the school if needed.

APPEARANCE

The good substitute is careful of his or her appearance - posture, skin, hair, and dress. He/she will speak with a well modulated voice and conform to conventional manners and accepted ethical standards.

## KANAWHA COUNTY PUBLIC SCHOOLS (Continued)

## PERSONALITY

The substitute teacher should evidence an interest in and concern for each pupil in his/her class. The outgoing personality is attractive.

## UNDERSTANDING OF PUPILS

The efficient substitute is sympathetic, kind, and patient.

## ENTHUSIASM

The substitute should exhibit an interest in and concern for every pupil and the ability to inspire each one to search for knowledge.

## INSTRUCTIONAL SKILL

The substitute teacher should endeavor to follow the regular teacher's plans and complete the assignments. All written work should be marked and left in order for the regular teacher. He or she should strive to stimulate the best effort on the part of the pupils.

## EFFICIENCY AS TEACHER

The substitute should possess a competency of performance that will insure an interesting and productive learning environment.

## CLASSROOM MANAGEMENT AND CONTROL

Good discipline in the classroom will be maintained by the skillful substitute.

## PROFESSIONAL ETHICS

The substitute should display a quality of moral philosophy and judgment that will support professional standards of conduct.

	Yes	No
Was the teacher teaching in his/her field?	—	—
Did the teacher accept the policies of the school?	—	—
Did the teacher accept the duties scheduled by the regular teacher?	—	—
Did the teacher have personality clashes?	—	—
Did the teacher stimulate learning?	—	—
Did the teacher respond favorably to the call for substitute teaching?	—	—
Would you want this teacher on your staff?	—	—



## ABSENT TEACHER'S EVALUATION

**E 28**  
**X**EAST BRUNSWICK PUBLIC SCHOOLS (East Brunswick, New Jersey)  
Size Category: SMALL

## REGULAR TEACHER'S REPORT ON SUBSTITUTE

(To be filled out and returned to the Principal)

NAME OF SUBSTITUTE: \_\_\_\_\_

NAME OF SCHOOL: \_\_\_\_\_

NAME OF REGULAR TEACHER: \_\_\_\_\_

Please check the following:

1. Attendance procedure followed YES \_\_\_\_\_ NO \_\_\_\_\_
2. Adequate coverage of work to be done YES \_\_\_\_\_ NO \_\_\_\_\_
3. Use of lesson plan left by regular teacher YES \_\_\_\_\_ NO \_\_\_\_\_
4. Summary of accomplishments left for regular teacher's use YES \_\_\_\_\_ NO \_\_\_\_\_
5. Satisfactory condition of facilities upon return YES \_\_\_\_\_ NO \_\_\_\_\_
6. Miscellaneous comments:

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\_\_\_\_\_  
Signature of Regular Teacher\_\_\_\_\_  
Date

E  
X 29

LOMPOC UNIFIED SCHOOL DISTRICT (Lompoc, California)  
Size Category: MEDIUM

EVALUATION OF SUBSTITUTE TEACHER BY REGULAR TEACHER

Substitute: \_\_\_\_\_ Dates: From \_\_\_\_\_ To \_\_\_\_\_

Substituted for: \_\_\_\_\_

CLASSROOM TEACHER:

Please comment below on the performance of your substitute and return this form to the office today.

1. Lesson plans were followed as directed. yes          no
2. Procedures for correcting papers were followed. yes          no
3. Adequate information was left for me by substitute regarding day's work. yes          no
4. Classroom, desk, books, papers, etc., were left in order. yes          no
5. Overall appraisal of substitute:  
On a 5-point appraisal scale (#1 excellent to #5 poor), please circle the number that best describes the substitute's performance.  

1          2          3          4          5

6. REMARKS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. If you have any concerns about having this teacher assigned to this school again, please discuss with the building principal.

NOTE: This form is available for inspection by substitute upon request. Conferences may be arranged with the principal/assistant principal if desired.

Regular Teacher \_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_

## SUBSTITUTE TEACHER REPORT FORMS

E 30  
XNEWPORT-MESA UNIFIED SCHOOL DISTRICT (Newport Beach, California)  
Size Category: MEDIUMSUBSTITUTE TEACHER'S EXPERIENCE REPORT  
(Turn in with key at end of the day)I substituted for \_\_\_\_\_ on \_\_\_\_\_  
(name of regular teacher) (date)1. I was welcomed and assisted by the office staff. \_\_\_\_ yes \_\_\_\_ no  
Comments: \_\_\_\_\_2. The Substitute Teacher information provided contained the teacher's daily  
schedule, including any duties. \_\_\_\_ yes \_\_\_\_ no3. The Attendance directions were adequate. \_\_\_\_ yes \_\_\_\_ no  
Comments: \_\_\_\_\_4. The seating charts were up-to-date and responsible students were labeled  
on the chart for each class. \_\_\_\_ yes \_\_\_\_ no  
Comments: \_\_\_\_\_5. Lesson plans were up-to-date and contained sufficient specific and detailed  
information for me to perform satisfactorily. \_\_\_\_ yes \_\_\_\_ no  
Comments: \_\_\_\_\_6. Teacher's editions of necessary textbooks were available. \_\_\_\_ yes \_\_\_\_ no  
Comments: \_\_\_\_\_7. The special standards, instructions and information provided by the teacher  
in the Substitute material proved adequate. \_\_\_\_ yes \_\_\_\_ no  
Comments: \_\_\_\_\_8. I had a satisfying day(s) at \_\_\_\_\_ School. \_\_\_\_ yes \_\_\_\_ no  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_I have these specific suggestions to improve the Substitute service at  
this school: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
(Substitute Teacher's Signature) Date \_\_\_\_\_



E  
X 31GONZALES INDEPENDENT SCHOOL DISTRICT (Gonzales, Texas)  
Size Category: VERY SMALLSubstitute Information Form  
(To be completed by Substitute)

Class Assignment \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Substitute \_\_\_\_\_  
(signature)

- I. List children absent from class/classes.
- II. List behavior problems encountered during the school day, action taken and if problem was resolved. Please note if it is suggested that counseling continue with child/children.
- III. List any physical or emotional problems dealt with during the day.  
Note that an accident report should be filed in the office.
- IV. List work not accomplished that was scheduled on basic lesson plans.  
You may use the back of this form.
- V. List parent contact or room visitation during this date.
- VI. List announcements from the office or from other school personnel that were made on this date.
- VII. List any other comments that you feel are pertinent to this report.

# WORKSHOP/ORIENTATION OUTLINES AND ACTIVITIES

**E 32**  
**X**

JEFFERSON COUNTY PUBLIC SCHOOLS (Louisville, Kentucky)  
Size Category: LARGE

## SUBSTITUTE TEACHER WORKSHOP

August 25, Wednesday  
8:30 A.M. - 12:30 P.M.

Noe Middle School  
Second and Lee

*PRESIDING* ..... \_\_\_\_\_, Assistant  
Director Teacher Recruitment,  
Exceptional Child Programs,  
and Substitute Center Operations

*GREETINGS* ..... \_\_\_\_\_, Deputy Super-  
intendent Finance, Personnel,  
Buildings & Grounds

*PERSONNEL* ..... \_\_\_\_\_, Associate  
Superintendent, Division of  
Personnel

*REVIEW OF PROCEDURES & POLICIES*..... \_\_\_\_\_, Consultant  
Substitute Center Operations

*EVALUATIONS & PRINCIPAL REPORTS*..... \_\_\_\_\_, Assistant  
Director, Administrative Prob-  
lems for Certified Personnel

*BREAK* ..... 10 MINUTES ..... *SPLIT INTO SECONDARY AND ELEMEN-  
TARY GROUPS*

*WHAT THE PRINCIPAL EXPECTS FROM THE SUB*..... \_\_\_\_\_, Principal, Guthermuth  
\_\_\_\_\_, Principal, Southern

*CLASSROOM INSTRUCTION* ..... \_\_\_\_\_, Elementary Super-  
visor  
\_\_\_\_\_, Secondary Super-  
visor

*BREAK* ..... 10 MINUTES .....

*QUESTIONS* .....  
.....

E  
X 33

SCOTTSDALE PUBLIC SCHOOLS (Scottsdale, Arizona)  
Size Category: LARGE

# AGENDA

## SUBSTITUTE TEACHERS' ORIENTATION AND WORKSHOP

October 1, 1975

CORONADO HIGH SCHOOL

7:00 P.M.	"WELCOME"	_____, Director of Certificated Personnel
7:40 P.M.	The Voice on the Phone	_____, Substitute Coordinator
7:50 P.M.	Introduction of School Secretaries Substitute Procedures at the School	_____, Secretary to Principal Chaparral High School  _____, Secretary to Principal Pueblo Elementary School
8:15 P.M.	Helpful Tips for Substitutes	_____, Math Consultant
9:00 P.M.	Workshop Sessions	Representatives:
	K thru 3	_____, - Hohokam
	4 thru 6	_____, - Hohokam
	Art	_____, - Tavan
	Business	_____, - Asst. Sup.
	English	_____, - Scottsdale
		_____, - Principal, Apache Elementary School
	Foreign Language	_____, - Asst. Principal-Arcadia High School Coordinator of Foreign Languages
	Home Economics	_____, - Saguaro
	Industrial Arts	_____, - Director Vo-Tech
	Mathematics	_____, - Math Consultant
	P. E.	_____, - Pima
	Science	_____, - Hopi
	Social Studies	_____, - Arcadia High School Assistant Principal Coordinator Social Studies Program
10:00 P.M.	Refreshments Hostesses:	_____, Secretary to Principal Coronado High School _____, Credentials Technician Personnel Department _____, Secretary to Principal Arcadia High School _____, Secretary to Principal Tonalea Elementary School



## SCOTTSDALE PUBLIC SCHOOLS (Continued)

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 PLEASE POST

"SUBSTITUTE TEACHING" - EED 594 - a workshop-format, short course - one semester credit from Arizona State University - fee \$26.00

Sponsored by Scottsdale Public Schools and Arizona State University

Friday, February 4, 4:30-7:30, and Saturday, February 5, 8:30-1:00  
 Friday, February 11, 4:30-7:30, and Saturday, February 12, 8:30-1:00

Instructor - \_\_\_\_\_, Western Washington State College  
 (Dr. \_\_\_\_\_ is making an extensive study of ways of improving subbing practices and did substitute teaching in the Mesa District last winter as a part of the project.)

The class will meet in Room 108 at Scottsdale High School,  
 7410 East Indian School Road, in Scottsdale.

Enrollment will be limited to the first 25 elementary  
 substitutes, teachers, or principals.

Registration will be completed at the first class session.

Course activities will include:

- ...sharing and discussion of substitute teaching problems
- ...development of teaching materials and strategies used in subbing
- ...panel discussions by local principals and teachers
- ...presentations by Scottsdale specialists describing district facilities
- ...reading professional literature related to substituting
- ...discussing discipline, developing rapport, lesson planning, filler lessons
- ...talk with personnel director/calling secretary about getting work
- ...and other activities as dictated by needs of participants

We hope you will be able to take advantage of this opportunity to join us in earning valuable credit while learning the newest methods in substitute teaching.

YOU MAY RESERVE your enrollment in the course by calling \_\_\_\_\_  
 at 949-6174 between 9:00 and 2:00.

## SELECTED BIBLIOGRAPHY

The following bibliography is based on a search of published and unpublished literature. All of the entries relate to substitute teachers, although not all are cited in the text.

Where possible, addresses and prices are given to expedite the ordering of desired materials. Documents for which ERIC Document (ED) numbers are given can be ordered from the ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210. The price schedule for documents is as follows: *Hard Copy*: 1-25 pages, \$1.67; 26-50 pages, \$2.06; 51-75 pages, \$3.50; 76-100 pages, \$4.67. (Add \$1.34 for each 25-page increment or fraction thereof.) *Microfiche*: 1-5 fiche, 83¢; 6 fiche, \$1.00; 7 fiche, \$1.16; 8 fiche, \$1.33. (Add 17¢ for each additional fiche.)

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